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ABSTRACT

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of home economics education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For home economics education, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These courses are included in the curriculum: adult roles and functions, advanced home economics, applied home economics occupations III, child care services I and II, clothing services I and II, consumer management skills, exploratory/introductory home economics, food services I and II, home interiors services I and II, and human services. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

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TEACHER HANDBOOK
HOME ECONOMICS EDUCATION
VOCATIONAL EDUCATION

North Carolina
Competency-Based
Curriculum
SUBJECT-BY-SUBJECT

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

CE044255

TEACHER HANDBOOK

VOCATIONAL EDUCATION

HOME ECONOMICS EDUCATION

GRADES 9-12

North Carolina Competency-Based Curriculum

Division of Vocational Education
Instructional Services
North Carolina Department of Public Instruction

Raleigh, North Carolina
1985

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Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.

A. Craig Phillips
State Superintendent of Public Instruction

Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb

Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers.
   (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer.
   (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer.
   (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing.
   (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help.
   (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions.
   (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

   a. repeats from memory
   b. repeats other
   c. repeats in sequence
   d. choral response
   e. spells
   f. gives/receives information
   g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

   a. sounds letters
   b. names pictures, objects, colors, letters
   c. copies letter, number, work (learned)
   d. gives/follows directions
   e. describes situation, event
   f. reports experience (2+ thoughts)
   g. describes situation, event
   h. recognizes word (sight words)
   i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
   j. asks/gives permission
   k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

   a. sounds out word
   b. classifies (1 attribute)
   c. counts
   d. adds/subtracts
   e. uses units, tens
   f. compares letters, numbers
   g. copies letters(s), number(s)--learning
   h. gives class name (vehicle, etc.)
   i. identifies similarities, differences
   j. asks/gives reason (opinion)
   k. names sensation
   l. performs learned task or process
   m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
   n. makes comparisons
   o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

   a. classification (2+ attributes)
   b. directs learning game
   c. creates arithmetic problem
   d. writes/types sentence
   e. asks/tells who, what, or where
   f. seriates (alphabetizes)
   g. applies previous learning to new situation
   h. reads (thought unit)
   i. selects and carries out process

5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.

   a. verifies equation balance
   b. infers feeling or motive
   c. infers causality (tells why)
   d. cites evidence for conclusions

6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

   a. elaborates on picture or story
   b. proposes plan or rule
   c. play-acts
   d. makes up story
   e. makes fantasied object (e.g., sand or clay)
   f. makes common object (e.g., sand or clay)
   g. draws/colors common object
   h. draws/colors fantasied object
   i. makes predictions based on available facts

7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.

   a. compares with criteria or rule
   b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

a. reads
b. spells
c. identifies something by name
d. defines meaning of term
e. gives a specific fact
f. tells about an event

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

a. recognizes symbol
b. cites rule
c. gives chronological sequence
d. gives steps of process, describes method
e. cites trend
f. names classification system or standard
g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

a. states generalized concept or idea
b. states a principle, law, or theory
c. tells about organization or structure
d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

   a. restates in own words or briefer terms
   b. gives concrete example of an abstract idea
   c. verbalizes from a graphic representation
   d. translates verbalization into graphic form
   e. translates figurative statement to literal statement or vice versa
   f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

   a. gives reason (tells why)
   b. shows similarities or differences
   c. summarizes or concludes from observation of evidence
   d. shows cause and effect relationship
   e. gives analogy, simile, metaphor
   f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

   a. applies previous learning to a new situation
   b. applies principle to new situation
   c. applies abstract knowledge in a practical situation
   d. identifies, selects, and carries out process

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

   a. distinguishes fact from opinion
   b. distinguishes fact from hypothesis
   c. distinguishes conclusions from statements which support it
   d. points out unstated assumption
   e. shows interaction or relation of elements
   f. points out particulars to justify conclusion
   g. checks hypothesis with given information

h. distinguishes relevant from irrelevant information
i. detects error in thinking
j. infers purpose, point of view, thoughts, feelings
k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

   a. reorganizes ideas, materials, processes
   b. produces unique communication or divergent idea
   c. produces a plan, proposed set of operations
   d. designs an apparatus
   e. designs a structure
   f. devises scheme for classifying information
   g. formulates hypothesis, intelligent guess
   h. makes deductions from abstract symbols, propositions
   i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

   a. evaluates something from evidence
   b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/ language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals: broad statements of general direction or purpose.

Objectives: specific statements of what the student will know or be able to do.

Measures: a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building
Raleigh, NC 27611

Home Economics Education

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

VOCATIONAL EDUCATION

PURPOSE AND OVERVIEW

The overall mission of vocational education in the public schools is to provide a program capable of meeting the individual needs, interests, abilities, and aspirations of each student which is realistic in light of actual or anticipated opportunities for gainful employment, advanced education, and practical life application.

Specific purposes of vocational education are to:

1. Prepare individuals for entry-level employment in recognized occupations, new occupations, and emerging occupations at various levels of competence.

2. Prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education.

3. Provide individuals with laboratory experiences and activities which assist them in the making of informed and meaningful occupational choices, and/or which serve as the foundation for skilled vocational-technical education.

4. Provide individuals with laboratory experiences and activities which assist them in: (a) making informed consumer decisions; and (b) the application of practical life skills.

Competency-based courses are offered in eight vocational program areas:

1. Prevocational Education
2. Agricultural Education
3. Business and Office Education
4. Marketing Education
5. Health Occupations Education
6. Home Economics Education
7. Industrial Arts Education
8. Trade and Industrial Education

Vocational education provides appropriate programs and/or supportive services for persons who have academic, socioeconomic, and/or other disadvantages or handicaps that prevent them from succeeding in regular programs. It serves both in-school and out-of-school youths as well as adults.* Guidance, placement, and follow-up are also integral components of this program.

Target Groups

The major target group to be served by vocational education programs are youths in grades 7-12. In planning a vocational education competency-based curriculum, the following groups are listed in priority order for determining which target populations are to be served:

1. Students desiring immediate employment upon termination of high school. This group may include those who drop out or who graduate from high school, and desire to enter directly into the labor force.

2. Students who will engage in nongainful employment. This group includes students who apply their vocationally-related skills in situations without receiving pay. Examples are homemakers and volunteers.

3. Students who will engage in post-secondary training and education at less than the baccalaureate degree level. This group includes those persons who will pursue one-year, two-year, or other training programs in business schools, apprenticeship programs, technical colleges, and technical institutes, but who will not pursue a four-year college program. It may also include students who go directly into the military from high school.

4. Students who will pursue four-year or longer-term college degrees in fields related to vocational program areas.

5. Students who pursue nonvocationally-related college programs and who wish to develop practical life skills related to vocational educational and/or to develop certain vocationally-related skills transferable to other career settings.

*NOTE: For purposes of this publication, "youths" is defined as persons between the ages of five and eighteen. "Adults" refers to the those persons over the age of eighteen. This is in support of, and not in conflict with, adult education provided by the community college system.

Philosophy

The State Board of Education has responsibility for providing direction and leadership to vocational education. This leadership is provided through the Master Plan for Vocational Education and other federally required plans.

The Master Plan encompasses all activities and programs, provides the framework for all other plans, and incorporates the vocational education philosophy of the State Board of Education. Implied within the philosophy of the State Board of Education are the following:

1. Vocational courses should be open to students regardless of race, sex, national origin, or handicapping conditions. Appropriate programs should be made available to students who have left high school and wish to pursue a course of study.

2. Teaching transferable skills and knowledge is important in preparing students to become adaptable in a changing work environment.

3. General education and vocational education are interdependent. General education programs should provide an awareness of career opportunities in their fields and how each is applied in the world of work. Vocational instruction should provide opportunities for students to apply communication and computation skills and other general education learnings to special occupational areas.

4. Employment needs and student aspirations should determine which occupational programs to offer with employment needs taking priority.

5. High quality vocational education programs require extensive planning with policies and guidelines from the state and federal government providing direction.

6. Input from local advisory committees, employment data, student surveys, and student follow-up are all necessary in planning, implementing, and evaluating local vocational programs.

7. Each student should be furnished written documentation of specific competencies achieved through participation in a vocational education program.

8. Counselors and all vocational teachers should form linkages with business, industry, and the community to increase the relevance of school for the work place. As a result, students should have the opportunity to participate in cooperative work experiences, internships, shadowing, and apprenticeships.

9. All students in vocational education should have an opportunity to develop and extend their learnings through participation in active vocational student organizations. The program of work for each

organization should be based on instructional competencies and be an integral part of the vocational program.

10. Strong vocational guidance, counseling, job placement, and follow-up services should be available to assist students in planning for their careers and enrolling in appropriate courses.

Planning and Designing the Curriculum

Trends in our society, as well as specific factors in the economy, technology, educational system, and the labor market influence planning an appropriate vocational education program. Vocational education planners need to design programs which will accommodate:

1. The availability of resources.
2. Changes in population characteristics.
3. Labor needs in new and emerging occupations, including small business ownership.
4. Labor needs in existing occupations with greater than average anticipated growth.
5. The rapid rates of increase in employment projected for the service sector of the public and private economy.
6. A projected decrease in occupations requiring a four-year college preparation.
7. The rapid changes in consumer technology.
8. Changes in individual and family lifestyles.

When designing the curriculum for a given school or the total school system, local planning personnel will need to organize a comprehensive and appropriate sequence of vocational offerings for students enrolled in grades 7-12 based on an assessment of the (1) student needs, interests, and aspirations, and (2) labor market demands and projections.

The following figure illustrates the minimal/ideal number of vocational program areas from which offerings may be selected to accommodate the elective program for a balanced, comprehensive secondary school system.

COURSE OF STUDY

MINIMUM PROGRAM	DESIRABLE PROGRAM	HIGHLY DESIRABLE PROGRAM*
Prevocational Program	Prevocational Program	Prevocational Program
PLUS	PLUS	PLUS
Introductory/Skill Development in a Single Sequence in no less than Three Program Areas	Introductory/Skill Development in Multiple Sequences in no less than Five Program Areas	Skill Development in Multiple Sequences in Seven Program Areas
		PLUS
		Specialized Non-sequenced Courses

*In a highly desirable program, students would also be provided the opportunity to participate in independent study or independent study combined with challenge exams for credit in programs which cannot be offered as formal courses in the school system.

Priority is to be given to the vocational skill development component of the program. However, planning must ensure that through the selection and combination of specific course offerings from the eight program areas, all students in grades 7-12 are given a chance to explore the world of work, begin to appraise their own individual talents, interests, aptitudes, and obtain vocational knowledge, skills, and attitudes in preparation for advanced training activities and/or practical life situations.

Within any program area of vocational education, the scope and sequence of course offerings may vary from district to district. In some program areas, it may take three or four courses to have a basic program while other program areas may require only one or two. What is basic in vocational education in any of the eight program areas is dependent upon the unique needs of an individual school district. To determine what is basic to a particular program area contact the district vocational education coordinator and review the Vocational Education: Program of Studies, Revised.

HOME ECONOMICS EDUCATION

Program Description

The mission of Home Economics Education at the secondary level is to provide all students with opportunities to obtain knowledge and develop practical life skills and management skills for dual roles as homemakers and wage earners. The instructional program is designed to prepare students for occupations requiring skills in home economics to achieve their career objectives.

Consumer and homemaking courses are designed to prepare the individual or family member managing the home with the necessary knowledge, skills, and understanding to effectively and economically operate the household. Instruction centers on developing competencies in career information, child development, clothing and textiles, resource management, interpersonal relationships, food and nutrition, personal grooming, health and home care of the sick, housing, and home furnishings.

Occupational Home Economics courses are built upon the basic concept of a career ladder within a home economics related cluster of occupations. These courses are designed to prepare individuals for paid employment and advancing in one or more jobs within an occupational cluster. These occupations are related to child care, food services, clothing services, home furnishings, and human services.

Leadership opportunities in the home and the community, and opportunities for adding to homemaking skills, are available through the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) organization, which serves as the vocational economics student group in this field. Students participating in FHA/HERO activities are afforded opportunities to expand their range of interest, knowledge, and skills. These students also are given the opportunity of demonstrating the advantages of the home economics program to other students, their parents, faculty, and members of the community.

Learning Outcomes

For Consumer and Homemaking Programs, the major objectives are to help youths and adults:

1. Develop skills for managing their personal time, money, and other resources.

2. Prepare for homemaking roles.

3. Prepare for combining the dual roles of homemaker and wage earner.

4. Develop skills that will help them become better consumers of available goods and services.

5. Develop traits which contribute to employability.

6. Develop leadership through youth organization activities.

For Occupational Home Economics Programs, the major objectives are to enable interested students to:

1. Develop the knowledge, attitudes, and salable skills required for entering employment in an occupation based upon content areas in home economics.

2. Develop transferable skills applicable to a variety of jobs within an occupational cluster.

3. Become aware of opportunities for pursuing further study for advancement within an occupational cluster.

Scope and Sequence of Home Economics Education

The total scope and sequence of Home Economics Education includes varied Exploratory, Consumer and Homemaking, and Occupational offerings. Students may enter as early as grade 7 in exploratory courses, progress through introductory and advanced Consumer and Homemaking courses in grades 9-12, and/or through an occupational program in grades 11-12 in order to achieve personal and employment goals.

The determination of which sequence(s) of offerings to make available to students in a local education agency should be based upon a documented assessment of the needs and interests of students, current practices and issues facing individuals as consumers and homemakers, employment needs and resources of the community, program enrollment, and availability of resources--including qualified teaching staff and appropriate instructional facilities.

The following chart represents the scope and sequence of program offerings for a given situation in which a comprehensive Home Economics Education program is possible.

SAMPLE SCOPE AND SEQUENCE FOR HOME ECONOMICS EDUCATION

Grades 7,8	Grades 9	Grade 10	Grade 11	Grade 12
Exploring Home Economics (S)	Consumer Management Skills (S)		Adult Roles and Functions(S)	
			Family Life Education(Y)	
	Introductory Home Economics (Y)	Adv. Home Economics (Y)		*Applied Home Economics Occupations III(Y)
		Adv. Child Development(S)	*Child Care Services I-II(Y)	
		Adv. Clothing/Textiles (S)	*Clothing Services I-II (Y)	
		Adv. Foods/ Nutrition(S)	*Food Services I-II(Y)	
		Adv. Housing/ Home Furnishings (S)	*Home Interiors Services I-II (Y)	
		Adv. Interpersonal Relations (S)	*Human Services I-II (Y)	

NOTE: Y = 1 year S = 1 semester

Courses are shown at first grade level offered, but may be offered at any succeeding grade level as well.

*Cooperative work experiences, internships, and/or production work activities are strongly encouraged for each student enrolled at this level.

Illustrated in the chart are "semester courses" providing for three different levels of student involvement and "year long" courses providing for comprehensiveness in content and instructional opportunities for students in both consumer and homemaking and occupational courses.

Semester Courses

Exploratory Semester offering--includes specific competencies designed for the exploration of the content and careers related to Home Economics. It is dependent upon classroom work, library research, hands-on activities, community resources, and home/community-based observations. It is limited to grades 7 and 8.

Introductory Semester Offering--includes specific introductory competencies which focus on practical life skills. It is dependent upon classroom, laboratory, and home or community-based instructional experiences.

Advanced Semester Offering--includes specific advanced level competencies providing for the development of practical life skills in an area of specialty within Consumer/Homemaking education. It is dependent upon classroom and laboratory instructional experiences in sequence beyond the comprehensive, introductory level.

Year Long Courses

Comprehensive Consumer and Homemaking Offering--includes specific competencies in all the Home Economics content areas. It is dependent upon classroom, laboratory, and home-based instructional experiences for the development of practical life skills. Courses in both introductory and advanced home economics instruction are provided.

Occupational Home Economics Offering--includes specific competencies designed for the development of introductory and advanced concepts and skills in areas of specialty using a career ladder approach. It is dependent upon classroom, laboratory, and community-based experiences (cooperative placements and internships) for development of salable and/or preprofessional skills.

The prerequisite best suited for pursuing advanced consumer and homemaking courses is a comprehensive introductory course. Either Introductory Home Economics or Family Life Education fulfills this requirement. Since these two are Level I comprehensive laboratory courses, it is unnecessary for a student to enroll in both courses because of duplication of learning. The basic competencies are the same for both courses, and both are designed to be laboratory, experientially-based instructional programs which include all units of instruction in home economics.

Introductory Home Economics has been successfully included in the junior high school curriculum and is more appropriate for the interests, needs, and maturity levels of younger students. Although Family Life Education is also designed as an introductory level course, it is more appropriate for the needs of the more mature 11th and 12th grade student. Enrollment in either of the courses may be followed by enrollment in a variety of advanced or occupational home economics courses.

The one exception to this sequence is the combination of Adult Roles and Functions and Consumer Management Skills which may serve as the prerequisite to Advanced Child Development, Advanced Housing and Home Furnishings, and Advanced Interpersonal Relations ONLY. These courses are not designed to develop manipulative skills and do not adequately prepare the student for entry into any other advanced home economics or specialized advanced semester course(s) which depend upon a strong skill development base in several subject areas.

In addition to the semester offering, an LEA may offer one or more specialized introductory courses. Several possible local offerings that focus on a specialized area of Home Economics are Introductory Foods, Introductory Clothing, Introductory Housing, and Introductory Human Development.

Options for Occupations Programs

In a few local educational agencies throughout the State, "Career or Vocational Centers" have been created. Usually these are better arranged and more equipped to provide for more technical skill development than the regular vocational laboratory found in the majority of schools. Occupational home economics programs found in these "Centers," and in those laboratory settings which have been modified to exhibit actual occupational emphasis, are better equipped to provide realistic occupational experiences within the instructional setting. Those schools which are unable to provide a setting for realistic occupational skill development on campus may wish to rely upon the placement of students in actual work situations in local business and industry sites. Application of the cooperative work experience as an instructional strategy for development of occupational competence by students may also be used in sequence with a Level I and/or II on-campus occupational offering and selected consumer and homemaking sequence.

Adult Roles and Functions/Introduction Outline

1. Privileges and Responsibilities of Adulthood

    a. Types of roles
        (1) given roles
        (2) learned roles
        (3) chosen roles
        (4) shared roles
        (5) role behavior
    b. Skills and processes essential to functioning as an adult
    c. Discovering who you are
        (1) development of the self
        (2) influence of others
        (3) aspects of self-concept
    d. Values held in today's society
    e. Values and standards
        (1) development of values and standards
        (2) value of personal philosophy
        (3) value stability
    f. Life styles in American society
        (1) components that make up a life style
        (2) types of family structure
        (3) choosing a style
        (4) advantages and disadvantages of your choice
    g. Methods by which people communicate
        (1) verbal communication
        (2) nonverbal communication
        (3) role of personal appearance in communication
        (4) results of communication
    h. Setting goals
        (1) planning
        (2) gathering information
        (3) setting priorities
        (4) putting plans into action
        (5) advantages and disadvantages
    i. Decision-making process
    j. Using the decision-making process

Adult Roles and Functions/Problems of Teenagers Outline

1. Problem Areas That Are Viewed by Society

2. Meeting Your Needs

    a. Physical needs
    b. Safety needs
    c. Love needs
    d. Esteem needs
    e. Self-actualization needs

3. Basics for Decision
    a. Ethics and codes
    b. Involvement in the welfare of others
    c. Diminished self-respect
    d. Balancing yourself and the world

4. Personal Decisions
    a. Use of drugs and alcohol
    b. Values and sex
    c. Peer pressure
    d. The double standard

Adult Roles and Functions/Family Relations Outline

1. Family Patterns
    a. Nuclear family
    b. Joint family
    c. Institutional families

2. Functions of Families
    a. Economic
    b. Protection
    c. Education
    d. Recreation
    e. Religious
    f. Procreation
    g. Affection

3. Making Personal Commitments
    a. Entering new social situations
    b. Establishing a household
    c. Selecting the right roommate
    d. Sharing and accepting responsibility
    e. Creating a positive attitude
    f. Establishing a relationship
    g. Choice and personal commitment

4. Milestones to Maturity
    a. Infancy
    b. Early childhood
    c. Later childhood
    d. The preteens

   - e. Adolescence
   - f. Young adulthood
   - g. Adulthood

5. How Society Shapes Attitudes Toward Masculinity and Femininity

   a. Changing life styles
   b. Changes in society
   c. The changing female role
   d. The changing male role
   e. Change affects lifestyles
   f. Change in value system

6. Communicating with Others

   a. Levels of communication
   b. Destructive and constructive communication
   c. Cliche coversation
   d. Communicating your ideas
   e. Peak communication

7. Factors in Wise Mate Choice

   a. The factor of age
   b. Social background
   c. Similarity of attitudes and interest
   d. Similarity of occupational background
   e. Similarity of educational unit
   f. Similarity of level of living
   g. Similarity of ethnic group and race
   h. Similarity of religious faith

8. Meeting Individual and Family Crisis

   a. What makes a crisis
   b. How does a crisis affect roles of family members
   c. Facing and meeting crisis

Adult Roles and Functions/Home Management Outline

1. Resources Help You Reach Goals

   a. Human resources
   b. Nonhuman resources

2. Establish Your Priorities

   a. Goal setting
   b. Selecting and using resources wisely

3. Principles of Controlling

    a. Checking plan
    b. Researching information
    c. Adjusting plan
    d. Implementing plan

4. Influence of Routines on Management

    a. Improving time and energy
    b. Establishing routines
    c. Simplify work
    d. Dovetail tasks
    e. Alternate tasks

5. Division of Labor

    a. Tasks in the American family
    b. Factors to consider in dividing the work among family members

6. Goals Directing Your Decision

Adult Roles and Functions/Housing Outline

1. Your Housing Needs

    a. Physical needs
    b. Social needs
    c. Psychological needs

2. Influence of Family Interest and Activities on Housing

    a. Personal space
    b. Adequate living space
    c. Recreational activities

3. Housing Decisions According to Family Structures

    a. Founding family stage
    b. Expanding family stage
    c. Contracting family stage

4. Types of Housing

    a. Multi-family dwellings
    b. Single-family dwellings

5. Locating Housing

6. Choosing a Location
    a. Economic factors
    b. Physical factors
    c. Psychological factors
    d. Social factors

7. Checking Community Resources
    a. Health services
    b. Educational facilities
    c. Cultural and recreational resources
    d. Fire and police protection
    e. Environmental protection

8. Renting/Buying/Building
    a. Reasons for renting
    b. What you should know about renting
    c. Reasons for buying
    d. What you should know about buying
    e. Reasons for building

9. Assessing Housing
    a. Evaluating living space
    b. Location and layout
    c. Features and extras
    d. Facilities for leisure and recreation

10. Costs Associated with Renting, Buying, and Building a House
    a. Some legal terms used when buying a home
    b. Financing a house, kinds of mortgages, a Veterans Administration guaranteed loan
    c. What a house payment includes
    d. Renting

11. Legal Issues Which Apply to Housing
    a. Mortgage payments
    b. Amortization
    c. Borrower's Equity
    d. Variable rate mortgages
    e. Other costs

12. Restrictions Affecting Housing

    a. Zoning regulations
    b. Building codes

13. Energy Savers

    a. Insulation
    b. Heating and cooling a home
    c. Window coverings
    d. Hot water heater
    e. Refrigeration and freezers
    f. Cooling
    g. Lighting

14. Adjusting Housing for the Aged and Handicapped Person

    a. Arrangement
    b. Location

Adult Roles and Functions/Parenting Outline

1. Roles of the Parenting Figure

    a. Roles of women and men in transition
    b. Female/male role changes in American culture
    c. Interchangeable roles

2. Planning for Parenthood

    a. Analyzing the choice situation
    b. Understanding your inherited traits
        (1) the mechanics of heredity
        (2) birth defects
        (3) genetic counseling
    c. Alternatives to natural parenthood
    d. Adoption
    e. Foster parenthood
    f. Aids to family planning

3. Understanding Your Attitudes

    a. Attitudes toward children
    b. Attitudes toward family size
    c. Social factors and their influence on parenting attitudes
    d. Cultural factors and their influence on parenting attitudes

4. Family Planning

    a. Planning and spacing children
    b. Biological readiness for the first child
    c. Economics readiness for the first child

5. Prenatal and Postnatal Period

    a. The importance of prenatal care
    b. Medical care during pregnancy
    c. Adjusting to pregnancy
        (1) physiological changes in pregnancy
        (2) psychological changes during pregnancy
    d. Sharing the experience
    e. Postnatal care
    f. Emotional adjustments of parenthood
    g. Psychological rewards of children
    h. Importance of the warm touch
    i. Critical periods in child development

6. Responsibilities of Parents and Children

    a. Caring for the baby
    b. Parent-child relationships
    c. The joy of parenthood

7. Readiness to Accept Parenthood

    a. Educating parents to a new lifestyle
    b. A step in growing up

8. Effectiveness of Discipline

    a. Discipline is necessary
    b. Sound rules to follow as a parent
    c. Discipline without punishment
    d. Methods of discipline
        (1) positive types of discipline
        (2) negative types of discipline

9. Methods for Gaining Mutual Respect

    a. Respect for individuality
    b. Satisfaction of Association
    c. Chances for advancement
    d. Parent-child relationships

10. Identifying Basic Needs of Children

11. Problems in Communicating with Parents

    a. Breakdown of communication
    b. The generation gap
    c. Positive and negative communications
    d. Parents needs and motives
    e. Liberty verses independence

12. Child abuse/neglect

    a. The abused child
    b. Physical violence
    c. Child abuse and neglect

13. Cause and Effects of Child Abuse and Neglect

    a. Handling conflict
    b. Conflict styles

14. Services and Legal Aid Available to the Abused and the Abuser

    a. Mental health
    b. Department of welfare
    c. Parents anonymous
    d. Legal aspects of child abuse and neglect

15. Special Parenting

    a. Adoption
    b. Safeguards to adoption
    c. Foster parenthood
    d. Step parents
    e. Advantages and disadvantages of special parenting

16. Single Parent Families

    a. Categories of families headed by one parent
    b. Reasons for single people assuming parenting roles

Adult Roles and Functions/Nutrition Outline

1. Why People Choose the Food They Eat

    a. Differences in food customs among various cultures
    b. Factors that influence your food choices
    c. New food trends
    d. Food choices versus social factors

2. How Much Should You Spend for Food

    a. Why do food prices change
    b. Your food selections determine budget
    c. Where will you shop
    d. Cost of food
    e. Your money's worth in foods

3. Variety of Eating Patterns

    a. Snacks
    b. Vegetarians
    c. Typical meal patterns
    d. Ethnic food varieties

4. Societal Attitudes Toward Body Size

    a. Attitude of society toward weight outside the normal range
    b. Stigma of obesity

5. Controlling Your Weight

    a. Identify the reason people have weight problems
    b. Understand why excess weight is a health hazard
    c. Decide on the best weight for you
    d. Lose weight if you are overweight
    e. Gain weight if you are underweight
    f. Influence of body structure on your weight
    g. Relationship between obesity in infants and children and adult obestiy

6. Relationship Between Eating Habits and Over- or Underweight

    a. Calories used for activities
    b. Why are people overweight
    c. Change your eating habits
    d. Why are people underweight
    e. How do you gain weight
    f. Keeping your weight right

7. Food Misinformation

    a. The myth of "Miracle" diets
    b. Problem with fad diets

- c. The five fads
  - (1) diet candies
  - (2) a high-fat diet
  - (3) a high-protein diet
  - (4) formula diet
  - (5) the low-carbohydrate diet
- d. Ways in which nutrition misinformation can be costly or harmful

8. Sources of Valid and Less Valid Nutrition Information

   - a. Creditability and research on which information was based
   - b. Less valid sources of nutrition information
   - c. Why are some of the sources so popular
   - d. Realities of nutrition

9. Special Nutritional Needs

   - a. Food needs of children
   - b. Food needs of teenagers
   - c. Food needs of adults
   - d. Food needs of older adults
   - e. Food needs of pregnant women
   - f. Food needs of nursing women
   - g. Compare the diet of a pregnant woman and that of a pregnant adolescent to determine if nutritional requirements are met

10. Development of Food Habits

    - a. Feeding your young child
    - b. Psychological aspects of food habits
    - c. Influences on a child's eating habits
    - d. How a parent can influence a child's eating habits

Adult Roles and Functions/Consumer Education Outline

1. Human Resources

   - a. Physical and mental health
   - b. Mental abilities
   - c. Creating resources
   - d. Personal qualities
   - e. Skills
   - f. Relationships
   - g. Increasing resources

2. Relationship between Human Resources and Life Style Options

   - a. Changes in society
   - b. Single living

3. Family Finances

   a. Allocating financial resources
   b. Needs versus wants
   c. Consumer buying in an affluent society
   d. A family spending plan
   e. Marriage success and money management
   f. Make plans for investing or saving income

4. The Use of Credit as a Tool in Financial Management

   a. Sources and types of credit
   b. Wise use of credit
   c. Consolidating debts
   d. Steps in establishing credit
   e. Warning about consumer credit
   f. Cost of credit

5. Banking Services Provided

   a. Checking
   b. Savings
   c. Loans
   d. Travelers checks
   e. Certified checks
   f. Automatic checks
   g. Automatic deposits
   h. Drafts
   i. "Weekend" service
   j. Overnight deposits
   k. Safety deposit box
   l. 24-hour banking

6. Types of Insurance for Individual/Family Protection

   a. Automobile
   b. Health Insurance
   c. Income insurance
   d. Life insurance
   e. Burial insurance
   f. Property and home insurance
   g. Policy as legal agreement
   h. Methods of paying insurance

7. Warranties, Guarantees, and Contracts

   a. Full warranty
   b. Limited warranty
   c. Warranty of merchantability
   d. Warranty of fitness

    e. Service contracts
    f. Essentials of a written contract
    g. Express and implied contract
    h. Defective agreements
    i. Remedies for breach of warranty

8. Consumer Rights and Responsibilities

    a. Consumer bill of rights
    b. Consumer responsibilities
    c. The consumer's rights in the marketplace

9. Advertising

    a. Advertising and the consumer
    b. Consumer information provided
    c. Advertising media
    d. Advertising and merchandising techniques

Adult Roles and Functions/Careers Outline

1. Work and Careers

    a. How changing roles affect work
    b. How changing roles affect leisure time activities
    c. How roles affect career goals and objectives
    d. Role conflict

2. Career Patterns of Adults

3. Major and Secondary Motivation for Working

    a. Reasons people work for pay
    b. Values of work
    c. Job promotion

4. Relationship Between Occupation and Lifestyle

    a. The clinging vine
    b. What is fair
    c. Succeeding in the world of work

5. Career Values and Goals

    a. Conflicts in values and goals
    b. Charting your values
    c. Weigh the pros and cons of your values and goals
    d. Work and your self-image

6. Factors in Selecting an Occupation

   a. Career ladders and lattices
   b. Personality and career choice
   c. Discovering job alternatives
   d. Job outlook
   e. Opportunities in the local job market with regional and national opportunities
   g. Education and/or training necessary for entry into occupation

7. Career Choices and Opportunities

8. Analyze Factors Related to Employability

   a. What employers want
   b. Qualifications of job applicants

9. Developing a Personal Plan for Becoming Employable

   a. Job retraining
   b. New ways of relating to others
   c. Adjusting to new work situation

10. Securing Employment

   a. Sources of information about job availability
   b. Tips on completing applications
   c. Techniques for interviewing for a job
   d. Preparing for a future job that does not exist
   e. A resource file

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 1: The learner will identify the responsibilities and privileges that characterize adulthood.

Objectives	Measures
1.1 List the privileges and responsibilities of adulthood.	Refer to the VEC-HEC-C/TIB 7116, pp. 1-2.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 2: The learner will recognize various roles of adults.

Objectives	Measures
2.1 Identify varied roles portrayed by each of several adults.	Refer to the VEC-HEC-C/TIB 7116, pp. 3-4.
2.2 Define the image one hopes to project as an adult.	

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Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 3: The learner will recognize skills and processes essential to functioning as an adult.

Objectives	Measures
3.1 List adult skills and processes essential to specific adult functions.	Refer to the VEC-HEC-C/TIB 7116, pp. 5-6.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 4: The learner will analyze the differences in the way s/he sees her/himself and the way others see her/him.

Objectives	Measures
4.1 Complete a checklist of personal qualities that apply to self.	Refer to the VEC-HEC-C/TIB 7116, pp. 7-8.
4.2 Analyze self by making a statement as to who s/he is and could become.	
4.3 Identify factors that have helped her/his development as a person.	pp. 9-10

Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 5: The learner will list values commonly held in contemporary society.

Objectives	Measures
5.1 Identify values held in present society.	Refer to the VEC-HEC-C/TIB 7116, p. 11.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 6: The learner will identify his/her own set of values.

Objectives	Measures
6.1 List values and rank them according to importance.	Refer to the VEC-HEC-C/TIB 7116, p. 12.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 7: The learner will analyze lifestyles in American society.

Objectives	Measures
7.1 Define lifestyles, list components, and explain how components make up a lifestyle.	Refer to the VEC-HEC-C/TIB 7116, pp. 13-14.
7.2 Describe factors that influence lifestyle choices.	pp. 15-16.
7.3 Describe adult roles and functions associated with the lifestyles.	pp. 17-19.
7.4 Identify advantages and disadvantages in relation to self, family, and society.	pp. 20-21.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 8: The learner will describe the communication process and types of communication.

Objectives	Measures
8.1 Explain each element of the communication process.	Refer to the VEC-HEC-C/TIB 7116, pp. 22-25.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 9: The learner will schedule long range goals and explain the relationship between short and long range goals.

Objectives	Measures
9.1 Indicate which short range goals hinder, lead to, or justify the relationships.	Refer to the VEC-HEC-C/TIB 7116, pp. 26-28.
9.2 Rank the present importance of short and long range goals, project their future, and state the relationships between long and short range goals.	pp. 29-30.

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 10: The learner will make decisions that incorporate use of decision-making processes, rules, and policies.

Objectives	Measures
10.1 Using a short story describing decision situations, identify processes, rules, and policies used.	Refer to the VEC-HEC-C/TIB 7116, pp. 31-33.
10.2 Using a problem situation, describe how the decision would be made if each of the processes and rules of decision making were followed.	pp. 34-37.

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Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Introduction

COMPETENCY GOAL 11: The learner will explain the interdependency of decisions and the influence of conscious decision-making on goal achievement.

Objectives	Measures
11.1 Use a situation in which decisions were made and identify ways the decisions were interrelated.	Refer to the VEC-HEC-C/TIB 7116, pp. 38-41.
11.2 Identify decisions that must be made to reach goals and explain interrelationships among the decisions.	

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Problems of Teenagers

COMPETENCY GOAL 1: The learner will cite teenage activities that are viewed as problems by society and identify reasons why they are so viewed.

Objectives	Measures
1.1 Use a list of activities that are viewed as problems by society and suggest reasons that these activities are considered problems.	Refer to the VEC-HEC-C/TIB 7116, PT 1-2.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Problems of Teenagers

COMPETENCY GOAL 2: The learner will analyze motivations of teenagers for engaging in activities that are considered harmful by society.

Objectives	Measures
2.1 List and explain factors that motivate teenagers to engage in activities that are considered harmful by society.	Refer to the VEC-HEC-C/TIB 7116, PT 3-8.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Problems of Teenagers

COMPETENCY GOAL 3: The learner will clarify her/his own values in relation to potentially harmful activities.

Objectives	Measures
3.1 Identify the competing values in a given situation and propose a solution.	Refer to the VEC-HEC-C/TIB 7116, PT 9-13.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Problems of Teenagers

COMPETENCY GOAL 4: The learner will discover additional information about activities that society considers potentially harmful.

Objectives	Measures
4.1 Share findings and conclusions with others about activities that society considers potentially harmful.	Refer to the VEC-HEC-C/TIB 7116, PT 14-17.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Problems of Teenagers

COMPETENCY GOAL 5: The learner will use the decision-making process in relation to potentially harmful activities.

Objectives	Measures
5.1 Apply the decision-making process in the resolution of selected problem situations.	Refer to the VEC-HEC-C/TIB 7116, PT 18-20.

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Family Relations.

COMPETENCY GOAL 1: The learner will be aware of modern society's definition of the family unit.

Objectives	Measures
1.1 Write a definition of the family as defined by society today and compare with other definitions.	Refer to the VEC-HEC-C/TIB 7116, F 1-5.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Family Relations

COMPETENCY GOAL 2: The learner will understand the roles and functions of the family and its past and present relationship to society.

Objectives	Measures
2.1 Complete a chart contrasting the roles and functions of the family and society.	Refer to the VEC-HEC-C/TIB 7116, F 6-8.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Family Relations

COMPETENCY GOAL 3: The learner will analyze readiness for serious commitments.

Objectives	Measures
3.1 Explain and give examples of serious commitments.	Refer to the VEC-HEC-C/TIB 7116, F 9-10.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Family Relations

COMPETENCY GOAL 4: The learner will analyze stages of development in relation to family functions.

Objectives	Measures
4.1 Identify and describe stages of development of an individual.	Refer to the VEC-HEC-C/TIB 7116, F 11-15.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Family Relations

COMPETENCY GOAL 5: The learner will analyze stages of development in relation to family functions.

Objectives	Measures
5.1 Assess individual attitudes toward masculinity/feminity and list factors that have influenced these attitudes.	Refer to the VEC-HEC-C/TIB 7116, F 16-19.

Grade Level: 11-12	Skills/Subject Area: Adult Roles and Functions/Family Relations

COMPETENCY GOAL 6: The learner will increase ability to communicate.

Objectives	Measures
6.1 Identify skills involved in increasing communication.	Refer to the VEC-HEC-C/TIB 7116, F 20-26.

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Family Relations

COMPETENCY GOAL 7: The learner will analyze the way a spouse is selected.

	Objectives	Measures
7.1	Compare processes used for selecting a spouse.	Refer to the VEC-HEC-C/TIB 7116, F 27-30.
7.2	Analyze how the process of selecting a spouse contributes to the satisfaction of the life-style.	F 31-32.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Family Relations

COMPETENCY GOAL 8: The learner will identify ways people respond to stress and crisis.

Objectives	Measures
8.1 Identify personal and family crises.	Refer to the VEC-HEC-C/TIB 7116, F 33-36.
8.2 Explain the relationship between stress and crisis.	F 37-39.
8.3 Analyze the responses to a crisis situation.	F 40-44.

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Family Relations

COMPETENCY GOAL 9: The learner will identify mutual support systems in families during stress and crisis.

Objectives	Measures
9.1 Point out ways that each family member may act in a supportive way.	Refer to the VEC-HEC-C/TIB 7116, F 45-48.

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Home Management

COMPETENCY GOAL 1: The learner will apply principles of resource use to decisions related to allocation of resources.

Objectives	Measures
1.1 Describe how decisions were made in allocating resources, and identify principles of resource use applied in the decision.	Refer to the VEC-HEC-C/TIB 7116, M 1-4.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Home Management

COMPETENCY GOAL 2: The learner will make plans incorporating standard setting and sequencing to achieve goals.

Objectives	Measures
2.1 Describe plans that incorporate standards and sequences for achieving the goals.	Refer to the VEC-HEC-C/TIB 7116, M 5-7.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Home Management

COMPETENCY GOAL 3: The learner will learn how to draw-up, monitor, modify, and implement a plan to reach goals.

Objectives	Measures
3.1 Implement plans including checking, adjusting, and facilitating.	Refer to the VEC-HEC-C/TIB 7116, M 8-12.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Home Management

COMPETENCY GOAL 4: The learner will explain the role of routines in managing.

Objectives	Measures
4.1 Given a case study which incorporates use of routines, indicate the probable influence of the routines on management in that situation.	Refer to the VEC-HEC-C/TIB 7116.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Home Management

COMPETENCY GOAL 5: The learner will devise means of dividing work to provide optimum development of all persons involved and balanced use of resources.

Objectives	Measures
5.1 Make plans for a specific work situation using available personal resources and indicate how balanced use of all resources is achieved.	Refer to the VEC-HEC-C/TIB 7116, M 15-17.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Home Management

COMPETENCY GOAL 6: The learner will explain the relationship between motivation and effective management.

Objectives	Measures
6.1 List personal motivational sources and explain how they relate to personal management.	Refer to the VEC-HEC-C/TIB 7116, M 18-19.

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 1: The learner will recognize the basic needs for housing.

Objectives	Measures
1.1 Identify needs that can be met through housing.	Refer to the VEC-HEC-C/TIB 7116, H 1-2.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 2: The learner will analyze the relationship between space needs and interests/activities.

Objectives	Measures
2.1 After reading case studies depicting different interests and activities, list specific housing needs related to each.	Refer to the VEC-HEC-C/TIB 7116, H 3-5.
2.2 Name personal interests, hobbies, or activities and identify a housing need related to each.	H 6-7.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 3: The learner will determine the specific housing needs at various stages and for various lifestyles.

Objectives	Measures
3.1 Use case studies and describe the type of living space needed.	Refer to the VEC-HEC-C/TIB 7116, H 8-10.
3.2 Identify how specific living situations not defined within the family life cycle affect housing needs.	H 11-13.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 4: The learner will compare the advantages and disadvantages of different types of housing.

Objectives	Measures
4.1 Given housing descriptions, list and compare the advantages and disadvantages of each housing type.	Refer to the VEC-HEC-C/TIB 7116, H 14-15.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 5: The learner will identify resources within the community that will be of help when looking for a place to live.

Objectives	Measures
5.1 List sources of help in acquiring housing.	Refer to the VEC-HEC-C/TIB 7116, H 16-17.
5.2 Explain the services provided by community resources.	H 18-19.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 6: The learner will apply knowledge of factors to be considered in selecting a neighborhood in which to live.

Objectives	Measures
6.1 Describe factors to be considered when choosing a neighborhood in which to live.	Refer to the VEC-HEC-C/TIB 7116, H 20-22.
6.2 Given case studies, evaluate the appropriateness of neighborhoods.	H 23-24.
6.3 Using a checklist, evaluate community recreation and entertainment opportunities and tell how these would influence housing decisions.	H 25-26.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 7: The learner will determine the benefits and drawbacks of renting, buying, and building housing.

Objectives	Measures
7.1 Given a description of a family situation, identify the advantages and disadvantages of owning and renting under these circumstances.	Refer to the VEC-HEC-C/TIB 7116, H 27-28.
7.2 Given a case study, choose between buying and building and justify the choice.	H 29-31.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 8: The learner will assess housing in terms of safety, ventilation, zoning, lifestyle, space, energy, efficiency, and individual needs.

Objectives	Measures
8.1 Given pictures and descriptions of dwelling places, analyze each in terms of safety, circulation, zoning, energy, efficiency, and individual needs in relation to specific situations.	Refer to the VEC-HEC-C/TIB 7116, H 32-33.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 9: The learner will determine the costs of housing.

Objectives	Measures
9.1 Given a list of initial costs and other fees, categorize those associated with renting, buying, and building housing.	Refer to the VEC-HEC-C/TIB 7116, H 34-35,
9.2 Given a list of information on costs of housing, calculate the monthly living cost.	H 36-39.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 10: The learner will analyze legal housing documents.

Objectives	Measures
10.1 Given sample documents, identify the meaning of legal terms.	Refer to the VEC-HEC-C/TIB 7116, H 39-41.
10.2 Given sample documents, explain the conditions of the agreements.	H 42-45.

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Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 11: The learner will identify restrictions affecting housing.

Objectives	Measures
11.1 Given government regulations such as zoning codes, building codes, and subdivision regulations, compare these in relation to restrictions.	Refer to the VEC-HEC-C/TIB 7116, H 46-47.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 12: The learner will identify and apply energy conservation criteria and information when selecting housing.

Objectives	Measures
12.1 Given a list of general criteria to consider when seeking a home, select those that are important energy savers.	Refer to the VEC-HEC-C/TIB 7116, H 48-49.
12.2 Given case studies, list the energy problems and determine a solution for each.	H 50-52.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Housing

COMPETENCY GOAL 13: The learner will assess housing for the aged or physically handicapped.

Objectives	Measures
13.1 Given situations and descriptions of housing, analyze each in terms of accessibility and use by physically handicapped or aged occupants.	Refer to the VEC-HEC-C/TIB 7116, H 53.
13.2 Given situations, describe ways to adapt housing for aged or physically handicapped persons.	H 54-56.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 1: The learner will define parenting.

Objectives	Measures
1.1 Given a series of pictures, indicate the role of the parenting figure.	**Refer to the VEC-HEC-C/TIB 7116, p. 1.**
1.2 Cite ways in which s/he has fulfilled the parenting role.	**pp. 2-3.**

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 2: The learner will examine the reasons for having or for not having children.

Objectives	Measures
2.1 Given case studies, identify reasons persons in the case studies chose either to have, or not have, children.	Refer to the VEC-HEC-C/TIB 7116, pp. 4-5.
2.2 Given case studies, list reasons the persons should, or should not, have children.	pp. 6-7.
2.3 Given a price chart and other resources, compute the cost of having and rearing a child.	pp. 8-11.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 3: The learner will analyze various social and cultural factors and their influence on parenting attitudes.

Objectives	Measures
3.1 Explain the different influences on parenting attitudes.	Refer to the VEC-HEC-C/TIB 7116, pp. 12-13.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 4: The learner will analyze reasons for, and methods of family planning.

Objectives	Measures
4.1 Given case studies, select those which illustrate effective family planning.	Refer to the VEC-HEC-C/TIB 7116, pp. 14-15.
4.2 Identify methods of birth control and rank them according to effectiveness.	pp. 16-18.
4.3 Given case studies, determine whether or not family planning was used in each situation and the effects in each case.	pp. 19-20.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 5: The learner will describe prenatal and postnatal care and the adjustments that must be made by all family members.

Objectives	Measures
5.1 List and discuss guidelines usually given to expectant mothers by physicians for prenatal care.	Refer to the VEC-HEC-C/TIB 7116, pp. 21-22.
5.2 List and explain the physical concerns for mother and child during the postnatal period.	p. 23.
5.3 Given a description of a family situation, determine personal adjustments a baby creates in the family lifestyle.	pp. 24-26.
5.4 Given case studies and a schedule for caring for a new baby, determine the parents' new work routine.	pp. 27-28.
5.5 Given a chart showing areas of emotional of parents, compile a list of needs within each area that are affected by the new baby.	pp. 29-30.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 6: The learner will define the responsibilities of parenthood.

Objectives	Measures
6.1 Given profiles of responsible or irresponsible persons, differentiate between the characteristics of each.	Refer to the VEC-HEC-C/TIB 7116, pp. 31-32.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 7: The learner will evaluate her/his readiness to accept the responsibility of being a parent.

Objectives	Measures
7.1 Given a checklist of characteristics of a responsible parenting person, determine whether or not s/he is ready to accept parenthood.	7.1.1 Teacher will make up a checklist.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 8: The learner will evaluate the effectiveness of various methods of discipline.

Objectives	Measures
8.1 Given a series of case studies, identify the various methods of discipline.	Refer to the VEC-HEC-C/TIB 7116, pp. 33-34.
8.2 Having observed parents and children, differentiate between positive and negative types of discipline.	pp. 35-36.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 9: The learner will explain methods for gaining mutual respect.

Objectives	Measures
9.1 Given a number of case studies, analyze how various people have gained respect.	Refer to the VEC-HEC-C/TIB 7116, pp. 37-40.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 10: The learner will identify basic needs of children.

Objectives	Measures
10.1 Given the Children's Bill of Rights, categorize the needs according to Maslow's hierarchy of needs.	Refer to the VEC-HEC-C/TIB 7116, pp. 41-42.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 11: The learner will develop skills to encourage child-parent communication.

Objectives	Measures
11.1 Given a list of words and phrases, identify those that open and close communication with children.	Refer to the VEC-HEC-C/TIB 7116, p. 43.
11.2 Given a model of negative communications, change four or five of the words to form a positive communication to children.	p. 44.

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Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 12: The learner will describe effective ways to build a child's confidence and feelings of self-worth.

Objectives	Measures
12.1 Given a list of words and phrases often used by parents, select those that build confidence and feelings of self-worth in a child.	Refer to the VEC-HEC-C/TIB 7116, p. 45.
12.2 Given a situation, describe an effective technique to build the confidence and self-worth of the child.	pp. 46-48.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 13: The learner will describe abuse and neglect.

Objectives	Measures
13.1 Given a case study, describe elements of abuse and neglect.	Refer to the VEC-HEC-C/TIB 7116, pp. 49-50.
13.2 Given a list of behaviors, identify those that constitute abuse and neglect.	pp. 51-52

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 14: The learner will analyze causes and effects of abuse and neglect.

Objectives	Measures
14.1 Given situations involving abuse and neglect, explain the effects on the abused and abuser.	Refer to the VEC-HEC-C/TIB 7116, pp. 53-54.

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Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 15: The learner will identify services and legal aid available to the abused and abuser.

Objectives	Measures
15.1 Identify services and legal aid available to the abused and the abuser within the state and area.	Refer to the VEC-HEC-C/TIB 7116, pp. 55-56.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 16: The learner will interpret the role patterns of foster, adoptive, and stepparents.

Objectives	Measures
16.1 Given case studies of alternative modes of parenting, cite advantages and disadvantages of each mode.	Refer to the VEC-HEC-C/TIB 7116, pp. 57-58.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Parenting

COMPETENCY GOAL 17: The learner will describe reasons for single parent families.

Objectives	Measures
17.1 Identify categories of families headed by one parent.	Refer to the VEC-HEC-C/TIB 7116, pp. 59-60.
17.2 Given a collection of articles on lifestyles, compile a list of reasons for single people assuming parenting roles.	pp. 61-62.
17.3 Given case studies, chart advantages and disadvantages for both parent and child in single parent families.	pp. 63-65.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Nutrition

COMPETENCY GOAL 1: The learner will demonstrate knowledge of sociological, cultural, psychological, and economic factors in food selection.

Objectives	Measures
1.1 Given a case study, relate food choices to social factors.	Refer to the VEC-HEC-C/TIB 7116, pp. N 1-2.
1.2 Given a case study, identify national and regional choices and/or customs that influence food selection.	pp. N 3-6.
1.3 Given a list of food choices and behaviors, identify the psychological meaning of the eating pattern.	pp. N 7-8.
1.4 Given a list of economic factors affecting the price of food, describe the effect on the cost of food for the family.	pp. N 9-10.
1.5 After summarizing her/his own personal food likes and dislikes, relate them to social, parental, and other influences.	p. N 11.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Nutrition

COMPETENCY GOAL 2: The learner will describe a variety of eating patterns which meet nutritional needs.

Objectives	Measures
2.1 Given case studies, identify a variety of eating patterns.	**Refer to the VEC-HEC-C/TIB 7116, pp. N 12-13.**
2.2 Given descriptions of a variety of eating patterns, describe ways each may be made nutritionally adequate.	**pp. N 14-15.**

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Nutrition

COMPETENCY GOAL 3: The learner will recognize present societal attitudes toward body size.

Objectives	Measures
3.1 Given descriptions of overweight and underweight persons, indicate the attitude of society toward weight outside the normal range.	Refer to the VEC-HEC-C/TIB 7116, p. N 16.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Nutrition

COMPETENCY GOAL 4: The learner will identify the causes of overweight.

Objectives	Measures
4.1 Given diagrams of typical body types, identify them and indicate predisposition to overweight.	Refer to the VEC-HEC-C/TIB 7116, pp. N 17-18.
4.2 Given case studies, describe environmental factors that cause individuals to eat from reasons other than hunger.	pp. N 19-21.
4.3 Given situations, illustrate the relationship between obesity in infants and children and adult obesity.	pp. N 22-24.
4.4 Given a list of activities, group activities according to amounts of calories used.	pp. N 25-27.

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Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Nutrition

COMPETENCY GOAL 5: The learner will investigate the ways of controlling weight.

Objectives	Measures
5.1 Given several situations, describe the relationship between eating habits and over or (underweight).	Refer to the VEC-HEC-C/TIP 7116, pp. N 27-29.
5.2 Given case studies, describe the relationship between activity levels and calories used.	pp. N 30-32.
5.3 Apply techniques of behavior modification to weight control for self and others.	pp. N 33-34.

Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Nutrition

COMPETENCY GOAL 6: The learner will identify and analyze misinformation regarding food.

Objectives	Measures
6.1 Given a variety of diets, identify fad diets which would give only limited success in weight control.	Refer to the VEC-HEC-C/TIB 7166, pp. N 35-37.
6.2 Given a variety of nutrition misinformation, describe ways in which each can be costly and or harmful.	pp. N 38-40.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Nutrition

COMPETENCY GOAL 7: The learner will identify authentic as well as questionable sources of nutrition information.

Objectives	Measures
7.1 Given a list of sources of nutrition information, distinguish between valid and less valid sources.	Refer to the VEC-HEC-C/TIB 7116, pp. N 41-42.
7.2 Given a question concerning nutrition, list several sources used to locate the correct answer.	pp. N 43-44.

Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Nutrition

COMPETENCY GOAL 8: The learner will recognize the nutritional needs of special groups and persons in different stages of the life cycle.

	Objectives	Measures
8.1	Having assessed the special needs of children, adolescents, adults, and older persons, plan a day's diet appropriate for each.	Refer to the VEC-HEC-C/TIB 7116, pp. N 45-46.
8.2	Given situations, identify the special food needs of persons participating in athletic activities.	pp. N 47-48.
8.3	Having investigated the need for nutrients during pregnancy, recognize the relationship between food intake and the health of mother and fetus.	pp. N 49-50.
8.4	Given case studies, compare the diet of a pregnant woman and that of a pregnant adolescent to determine if nutritional requirements are met.	pp. N 51-53.

Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Nutrition

COMPETENCY GOAL 9: The learner will analyze the effect of early food experiences on eating habits.

Objectives	Measures
9.1 Given case studies, describe how basic food habits are established early in life.	Refer to the VEC-HEC-C/TIB 7116, pp. N 54-56.
9.2 Given case studies, analyze the effect of a mother's and father's influence on a child's eating habits.	pp. N 57-59.

Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Consumer Education

COMPETENCY GOAL 1: The learner will explain the relationship of debt, human capital, and lifestyle to income.

Objectives	Measures
1.1 Cite factors that influence income/earnings at a given point in time as well as over a lifetime.	Refer to the VEC-HEC-C/TIB 7116, pp. CE 1-2.
1.2 Given case studies depicting various lifestyles, explain the relationship between human capital and lifestyle options.	pp. CE 3-5

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Consumer Education

COMPETENCY GOAL 2: The learner will plan, control and budget money to attain desired goals.

Objectives	Measures
2.1 Given a family financial situation describing goals, income, and expenditures, formulate a plan for balancing a budget and achieving goals.	Refer to the VEC-HEC-C/TIB 7116, pp. CE 6-8.
2.2 Given a situation in which the income may be higher or lower than expenditures, make plans for adjusting the budget.	pp. CE 9-11.

Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Consumer Education

COMPETENCY GOAL 3: The learner will explain the use of credit as a tool in financial management.

Objectives	Measures
3.1 Given information concerning types of credit, identify the advantages and disadvantages of each.	Refer to the VEC-HEC-C/TIB 7116, pp. CE 12-13.
3.2 Given a real or simulated situation, decide whether credit should be used for expenditures and justify the decision.	pp. CE 14-16.
3.3 Given information concerning credit, identify steps necessary in establishing a credit rating.	pp. CE 17-19.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Consumer Education

COMPETENCY GOAL 4: The learner will use available banking services.

Objectives	Measures
4.1 Given selected banking services, demonstrate the use of these services.	Refer to the VEC-HEC-C/TIB 7116, pp. CE 20-23.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Consumer Education

COMPETENCY GOAL 5: The learner will recognize the functions of insurance as a risk sharing and protective activity for the individual and/or family.

Objectives	Measures
5.1 Given problems of health care, death, loss of income, liability, and property loss, describe private and social sources of risk sharing/protection and how they are obtained.	Refer to the VEC-HEC-C/TIB 7116, pp. CE 24-30.

Grade Level: 11-12 Skills/Subject Area: Adult Roles and Functions/Consumer Education

COMPETENCY GOAL 6: The learner will identify grievance procedures that operate in the marketplace to prevent and/or correct fraud and deceptive practices.

Objectives	Measures
6.1 Given information concerning warranties, guarantees, and service contracts, interpret and evaluate the conditions of each.	Refer to the VEC-HEC-C/TIB 7116, pp. CE 31-33.
6.2 Given examples of practices in the marketplace distinguish between ethical and deceptive or fraudulent practices.	pp. CE 34-35.
6.3 Given deceptive or fraudulent practices, identify appropriate procedures for redress.	pp. CE 36-38

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Consumer Education

COMPETENCY GOAL 7: The learner will identify rights and responsibilities in the marketplace.

Objectives	Measures
7.1 Given real or simulated experiences, identify ethical behavior for both buyer and seller.	Refer to the VEC-HEC-C/TIB 7116, pp. CE 39-40.
7.2 Given real or simulated experiences, explain the consumer's rights in the marketplace to be safe, to be informed, to have a choice, to be heard, to be protected, and to be educated.	pp. CE 41-43.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Consumer Education

COMPETENCY GOAL 8: The learner will recognize the relationship advertising plays in her/his desire for goods and services.

Objectives	Measures
8.1 Given several types of advertisements, identify the techniques used.	Refer to the VEC-HEC-C/TIB 7116, pp. CE 44-45.
8.2 Given examples of advertising, analyze completeness and usefulness of the information, and evaluate the potential effect of the ad on her/his desire for products.	pp. CE 46-75.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Careers

COMPETENCY GOAL 1: The learner will define work, career, and leisure.

Objectives	Measures
1.1 Compare her/his own concept of work, career, and leisure to that of other persons.	Refer to the VEC-HEC-C/TIB 7116.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Careers

COMPETENCY GOAL 2: The learner will analyze the different roles one assumes within a career.

Objectives	Measures
2.1 Given a case study or story describing an individual or family, identify the multiple career roles assumed by the person or persons.	Refer to the VEC-HEC-C/TIB 7116, pp. C 1-3.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Careers

COMPETENCY GOAL 3: The learner will identify motivations and satisfactions involved in work.

Objectives	Measures
3.1 Given a series of descriptions, identify major and secondary motivations for working in relation to satisfactions.	Refer to the VEC-HEC-C/TIB 7116.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Careers

COMPETENCY GOAL 4: The learner will analyze the relationship between occupation and lifestyle.

Objectives	Measures
4.1 Given an occupation, predict the effects on lifestyle.	Refer to the VEC-HEC-C/TIB 7116, pp. C 4-6.
4.2 Given a description of a lifestyle, predict the effects on the occupations.	pp. C 7-9.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Careers

COMPETENCY GOAL 5: The learner will describe trade-offs among personal values; personal, family, and career goals; and the satisfaction a person gains from her/his career.

Objectives	Measures
5.1 Given an unfinished story, complete the story and describe the trade-offs made in relation to values; personal, family, and career goals; and the satisfactions gained from the career.	Refer to the VEC-HEC-C/TIB 7116, pp. C 10-11.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Careers

COMPETENCY GOAL 6: The learner will analyze factors to be considered when selecting an occupation.

Objectives	Measures
6.1 Given a list of factors, explain how each relates to selecting an occupation.	Refer to the VEC-HEC-C/TIB 7116, pp. C 12-14.
6.2 Having identified several job options presently available, describe the outlook for these jobs 5-10 years hence.	pp. C 15-16.
6.3 Using appropriate references, identify emerging occupational opportunities or those projected to develop within 5-10 years.	pp. C 17-18
6.4 Compare opportunities in the local job market with regional and national opportunities.	p. C 19.
6.5 Having selected three occupations, identify the education and/or training necessary for entry into each.	pp. C 20-22.

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Careers

COMPETENCY GOAL 7: The learner will analyze factors related to employability.

Objectives	Measures
7.1 Given qualifications of job applicants, analyze the desirability of employing each applicant.	Refer to the VEC-HEC-C/TIB 7116, pp. C 23-25.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Careers

COMPETENCY GOAL 8: The learner will develop a personal plan for becoming employable.

Objectives	Measures
8.1 Having assessed her/his own employability, develop a plan for increasing her/his employability.	**Refer to the VEC-HEC-C/TIB 7116, p. C 26.**

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Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Careers

COMPETENCY GOAL 9: The learner will describe and use skills related to securing employment.

	Objectives	Measures
9.1	Identify sources of information about job availability.	Refer to the VEC-HEC-C/TIB 7116, pp. C 27-28.
9.2	Interpret job qualifications.	pp. C 29-30.
9.3	Complete an application form for a job.	pp. C 31-33.
9.4	Demonstrate ability to interview for a job.	pp. C 34-37.

Grade Level: 11-12

Skills/Subject Area: Adult Roles and Functions/Careers

COMPETENCY GOAL 10: The learner will trace career development patterns over the span of a lifetime and determine factors contributing to differences.

Objectives	Measures
10.1 Given case studies showing career development patterns over a lifetime, analyze differences in how careers of the persons have developed.	Refer to the VEC-HEC-C/TIB 7116, pp. C 38-40.
10.2 Identify attitudes, activities, and commitments that enhance career advancement.	pp. C 41-42
10.3 Identify reasons for career redirection and determine ways that redirection can be accomplished.	pp. C 43-45.

Advanced Home Economics Outline*

*NOTE: Included in this outline are the content outlines for the advanced semester courses: Advanced Child Development, Advanced Clothing and Textiles, Advanced Foods and Nutrition, Advanced Housing and Home Furnishings, and Advanced Interpersonal Relationships.

1. Career Orientation

    a. Personal and cultural attitudes toward work
        (1) cultural, social, and psychological values of work
        (2) influences on one's personal code of ethics
        (3) factors affecting the work ethic, personal productivity, economy
    b. Relation of self-development to job selection and success
        (1) factors influencing vocational goals and choices
        (2) services available for vocational planning
        (3) organization of resources to attain career goals
    c. Factors affecting women's decisions to combine marriage with employment
    d. Regulations governing employment
        (1) federal and state legislation governing employment
        (2) procedures involved in seeking and getting a job
    e. Employment opportunities using home economics knowledge and skills
        (1) home economics careers for men and women
        (2) use of skills developed in the study of growth and guidance of children
        (3) career ladder opportunities in the apparel, textiles, and clothing services industries
        (4) career opportunities in foods and nutrition
        (5) employment opportunities using skills in housing and home furnishings

2. Child Development

    a. Readiness for parental responsibilities
    b. Adjustments in parenthood
    c. Prenatal development and care of the mother and infant
    d. Development, care, and guidance of infants and children
    e. Community services available for care of mother and infant

3. Clothing and Textile

    a. Management of clothing for the family
    b. Selection and care of textile products
    c. Coordination of patterns and fabrics for the individual
    d. Creativity in clothing construction

4. Consumer Education

   a. Factors influencing use of family resources
   b. Relation of stages of family cycle to demands on family resources
   c. Types of resources available to the consumer
   d. Effects of values and goals on consumer decisions
   e. Influence of advertising and merchandising techniques on consumers

5. Sources, Costs, and Use of Consumer Credit

   a. Sources and costs of consumer credit
   b. Appropriate uses of consumer credit
   c. Effect of credit rating on consumer activities

6. Management of Family Resources

   a. Factors contributing to financial security for individuals and families
   b. Factors affecting consumer decisions for individuals having multiple roles
   c. Establishing priorities in the management of financial resources
   d. Development, use, and evaluation of a personal financial plan
   e. Consumer practices for effective use of resources in meeting basic needs for food, clothing, shelter, transportation, child care, education, and recreation

7. Information and Protection Available to Consumers from Institutions and Agencies

   a. Responsibilities and rights of consumers
   b. Types of consumer information, protection, and services
   c. Sources of consumer information, protection, and services
   d. Legal aspects of consumer protection

8. Family Relationships

   a. Preparation for mature roles
      (1) personal roles and responsibilities
      (2) application of decision-making skills in solving personal problems
      (3) maturity, self-development, and self-actualization
      (4) changing male/female roles and responsibilities in contemporary society
   b. The individual and the family
   c. The young adult in society

9. Foods and Nutrition

   a. Technology and consumer food choices
   b. Use of the food dollar
   c. Advanced food preparation

10. Health and Home Care of the Sick

    a. Factors affecting individual and family health
    b. Home care of the sick and injured

11. Housing and Home Furnishings

12. Selection of Housing to Meet Individual and Family Needs

    a. Factors affecting differences in housing needs of individuals and families
    b. Factors which may limit decisions in housing to meet needs
    c. Criteria for evaluating suitability of housing alternatives in terms of individual/family needs
    d. Guidelines for evaluating exterior construction features of housing
    e. Guidelines for evaluating housing interiors in terms of comfort, convenience, and aesthetic value
    f. Financial decisions involved in securing and maintaining suitable housing
    g. Financial, legal, insurance, and other considerations in renting, building, renovating, or buying suitable housing

13. Selection and Use of Home Furnishings

    a. Changes in society and technology which influence housing design
    b. Alternatives in home furnishings, equipment, and appliances
    c. Use of design elements and principles in decorating personal living spaces
    d. Selection, purchase, use, and care of selected home furnishings and accessories
    e. Techniques for improvising, constructing, and/or renovating selected items of home furnishings to extend financial resources

14. Organization in the Management of the Home

    a. Work simplification in the performance of selected household responsibilities
    b. Cooperative practices contributing to efficient and satisfying management of the home and its surroundings
    c. Practices which result in conservation of natural resources in and around the home

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 1: The learner will synthesize personal and cultural attitudes toward work.

Objectives	Measures
1.1 Describe cultural, social, and psychological values of work.	Refer to the VEC-HEC-C/TIB 7122.
1.2 Evaluate influences on a personal code of ethics.	
1.3 Interpret factors affecting the work ethic, personal productivity, and the economy.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 2: The learner will interpret the relation of self-development to job selection and success.

Objectives	Measures
2.1 Identify influences on vocational goals and choices.	Refer to the VEC-HEC-C/TIB 7122.
2.2 Identity services available for vocational planning.	
2.3 Organize resources to attain career goals.	
2.4 Identify factors affecting women's decisions to combine marriage with employment.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12   Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 3: The learner will interpret regulations governing employment.

Objectives	Measures
3.1 Interpret federal and state legislation governing employment.	Refer to the VEC-HEC-C/TIB 7122.
3.2 Practice procedures involving in seeking and getting a job.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 4: The learner will use home economics knowledge and skills to identify employment opportunities.

Objectives	Measures
4.1 Recognize home economics careers for men and women.	Refer to the VEC-HEC-C/TIB 7122.
4.2 Identify uses of skills developed in the study of growth and guidance of children.	
4.3 Identify career ladder opportunities in the apparel, textiles, and clothing services industries.	
4.4 Identify career opportunities in foods and nutrition.	
4.5 Identify employment opportunities using skills in housing and home furnishings.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 5: The learner will evaluate readiness for parental responsibilities.

Objectives	Measures
5.1 Characterize basic functions of the family.	Refer to the VEC-HEC-C/TIB 7122.
5.2 Identify factors in planning for family expansion.	
5.3 Relate heredity and environment to parenting.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 6: The learner will interpret adjustments in parenthood.

Objectives	Measures
6.1 Analyze societal expectations of parents.	Refer to the VEC-HEC-C/TIB 7122.
6.2 Identify legal responsibilities of parents.	
6.3 Recognize financial obligations of parents.	

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 7: The learner will describe prenatal development and care of the mother and infant.

Objectives	Measures
7.1 Describe stages in prenatal development.	Refer to the VEC-HEC-C/TIB 7122 and 7132.
7.2 Evaluate fads and fallacies related to pregnancy.	
7.3 Analyze appropriate pre- and postnatal care.	
7.4 Interpret procedures associated with childbirth.	
7.5 Demonstrate care of the newborn.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 8: The learner will demonstrate development, care, and guidance of infants and children.

Objectives	Measures
8.1 Identify basic needs and developmental processes of infants and children.	Refer to the VEC-HEC-C/TIB 7122 and 7132.
8.2 Manage daily routines in the care of children.	
8.3 Interpret cultural differences in parenting and child care.	
8.4 Demonstrate guidance techniques in caring for children.	
8.5 Perform health and safety practices in child care.	
8.6 Apply guidelines for selection of toys and equipment for infants and children.	
8.7 Plan and manage creative developmental activities for infants and children.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 9: The learner will evaluate community services available for care of mother and infant.

Objectives	Measures
9.1 Identify child care options available to parents.	Refer to the VEC-HEC-C/TIB 7122 and 7132.
9.2 Interpret interaction between families and community organizations and agencies.	
9.3 Evaluate alternatives in the care of infants and children.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 10: The learner will manage clothing and clothing resources for self and for the family.

Objectives	Measures
10.1 Analyze influences on clothing needs and choices.	Refer to the VEC-HEC-C/TIB 7122 and 7142.
10.2 Interpret personal and family resources available for achieving clothing goals for varied lifestyles.	
10.3 Apply criteria for evaluating custom-made and ready-made clothing.	
10.4 Evaluate practices affecting use of clothing dollars.	
10.5 Demonstrate techniques for extending clothing resources through personal skills in alterations, recycling, and appropriate care and storage.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12

Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 11: The learner will select and care for textile products in the home.

Objectives	Measures
11.1 Recognize characteristics of natural and synthetic fibers and blends used in clothing and other textile products.	Refer to the VEC-HEC-C/TIB 7122 and 7142.
11.2 Analyze the influence of fiber content, fabric construction, and finish on selection, use, and care of household textiles.	
11.3 Demonstrate techniques in caring for clothing and household textiles.	
11.4 Prepare for potential health and safety hazards associated with clothing and other textiles.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 12: The learner will coordinate patterns and fabrics for the individual.

Objectives	Measures
12.1 Analyze factors influencing the acquisition and use of personal clothing and accessories.	Refer to the VEC-HEC-C/TIB 7122 and 7142.
12.2 Apply art elements and design principles in the selection and use of apparel and accessories.	
12.3 Coordinate style, fabric, and color in clothing and accessories.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12

Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 13: The learner will practice creativity in clothing construction.

Objectives	Measures
13.1 Select and use appropriate sewing equipment for specialized construction techniques.	Refer to the VEC-HEC-C/TIB 7122 and 7142.
13.2 Perform techniques for alteration of patterns and garments for personal fitting problems.	
13.3 Prepare selected fabrics for construction according to fiber, finish, and design.	
13.4 Use construction and pressing techniques compatible with fabric and garment design.	
13.5 Perform advanced and specialized techniques in clothing construction.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 14: The learner will analyze factors influencing use of family resources.

Objectives	Measures
14.1 Relate stages of family cycle to demands on family resources.	Refer to the VEC-HEC-C/TIB 7122 and 7115.
14.2 Synthesize types of resources available to consumers.	
14.3 Evaluate effects of values and goals on consumer decisions.	
14.4 Evaluate influence of advertising and merchandising techniques on consumers.	

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 15: The learner will analyze sources, costs, and use of consumer credit.

Objectives	Measures
15.1 Compare sources and costs of consumer credit.	Refer to the VEC-HEC-C/TIB 7122 and 7115.
15.2 Plan for appropriate uses of consumer credit.	
15.3 Recognize effect of credit rating on consumer activities.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 16: The learner will manage human and nonhuman resources for self and family.

Objectives	Measures
16.1 Evaluate factors contributing to financial security for individuals and families.	Refer to the VEC-HEC-C/TIB 7122 and 7115.
16.2 Evaluate factors affecting consumer decisions for individuals having multiple roles.	
16.3 Establish priorities in the management of financial resources.	
16.4 Develop, use, and evaluate a personal financial plan.	
16.5 Demonstrate consumer practices for effective use of resources in meeting basic needs for food, clothing, shelter, transportation, child care, education and recreation.	

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 17: The learner will synthesize information about consumer protection obtained from institutions and agencies.

Objectives	Measures
17.1 Interpret responsibilities and rights of consumers.	Refer to the VEC-HEC-C/TIB 7122 and 7115.
17.2 Evaluate types of consumer information, protection, and services.	
17.3 Evaluate sources of consumer information, protection, and services.	
17.4 Recognize legal aspects of consumer protection.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 18: The learner will prepare for mature roles as an individual citizen and family member.

Objectives	Measures
18.1 Recognize personal roles and responsibilities.	Refer to the VEC-HEC-C/TIB 7122 and 7172.
18.2 Apply decision making skills in solving personal problems.	
18.3 Define maturity, self-development, and self-actualization.	
18.4 Analyze changing male/female roles and responsibilities in contemporary society.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 19: The learner will interpret relationships between the individual and the family.

Objectives	Measures
19.1 Analyze functions of the family in a democratic society.	Refer to the VEC-HEC-C/TIB 7122 and 7172.
19.2 Interpret stages in the family life cycle.	
19.3 Evaluate interaction patterns of family members.	
19.4 Analyze societal issues affecting the family.	
19.5 Discuss family crisis situations-their causes, and effects.	
19.6 Practice resolutions and adjustments involved in coping with family crises.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 20: The learner will recognize the role of the young adult in society.

Objectives	Measures
20.1 Interpret the interdependence of the individual, family, and community.	Refer to the VEC-HEC-C/TIB 7122 and 7172.
20.2 Evaluate relationship of individuals with peers and groups outside the family.	
20.3 Analyze health and social issues for the individual and family.	
20.4 Analyze factors to consider in reaching decisions about marriage.	
20.5 Interpret privileges, responsibilities, and adjustments contributing to a successful marriage.	

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 21: The learner will interpret the relationship between technology and consumer food choices.

Objectives	Measures
21.1 Analyze factors affecting food decisions.	Refer to the VEC-HEC-C/TIB 7122 and 7152.
21.2 Plan and prepare for variations in food selections to meet nutritional needs.	
21.3 Analyze differences in food needs of family members.	
21.4 Compare regional and cultural differences in food patterns and preparation.	
21.5 Evaluate food fads and fallacies.	

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 22: The learner will plan for the expenditure of the food dollar.

Objectives	Measures
22.1 Recognize legal aspects of consumer protection in the area of foods and nutrition.	Refer to the VEC-HEC-C/TIB 7122 and 7152.
22.2 Analyze budgeting patterns and buying practices in the management of the food dollar.	
22.3 Perform effective food shopping practices.	
22.4 Demonstrate skills in the conservation and preservation of selected foods.	
22.5 Plan and maintain foods for home and community emergencies.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 23: The learner will develop skills for advanced food preparation.

Objectives	Measures
23.1 Recognize changes in foods and nutrients during preparation and processing.	Refer to the VEC-HEC-C/TIB 7122 and 7152.
23.2 Modify quantities and ingredients in recipes for specific uses.	
23.3 Use specialized and improvised equipment in the preparation and serving of food.	
23.4 Perform specialized techniques of food preparation.	
23.5 Prepare regional and cultural food specialities.	
23.6 Demonstrate techniques in preparation of foods for special diets.	
23.7 Manage resources in meal preparation and service.	
23.8 Organize and manage kitchen facilities and equipment.	
23.9 Demonstrate work simplification in meal preparation and service.	
23.10 Demonstrate appropriate variations in table service for special purposes and occasions.	

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 24: The learner will recognize, and prepare for, factors affecting individual and family health.

Objectives	Measures
24.1 Identify factors affecting individual and family health.	Refer to the VEC-HEC-C/TIB 7122.
24.2 Analyze influences on mental, emotional, and physical health.	
24.3 Perform preventive health practices for individuals.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 25: The learner will develop skills for home care of the sick and injured.

Objectives	Measures
25.1 Demonstrate techniques in home care of the physically ill.	Refer to the VEC-HEC-C/TIB 7122.
25.2 Perform techniques in emergency and/or home care of the injured.	
25.3 Interpret health laws and protective regulations.	
25.4 Identify community health services available to individuals and families.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 26: The learner will analyze variations in housing patterns.

Objectives	Measures
26.1 Interpret geographic and cultural differences in family housing.	Refer to the VEC-HEC-C/TIB 7122 and 7162.
26.2 Analyze housing alternatives available to individuals and families.	
26.3 Recognize environmental factors associated with purchasing and maintaining a home.	
26.4 Consider housing alternatives for the future.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 27: The learner will select housing to meet individual and family needs.

Objectives	Measures
27.1 Recognize factors involved in meeting the different housing needs of individuals and families.	Refer to the VEC-HEC-C/TIB 7122 and 7162.
27.2 Identify needs which may limit decisions in choosing housing.	
27.3 Interpret criteria for evaluating suitability of housing alternatives in terms of individual/family needs.	
27.4 Interpret guidelines for evaluating exterior construction features of housing.	
27.5 Interpret guidelines for evaluating housing interiors in terms of comfort, convenience, and aesthetic value.	
27.6 Analyze financial decisions involved in securing and maintaining suitable housing.	
27.7 Evaluate financial, legal, insurance, and other considerations in renting, building, renovating, or buying suitable housing.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 28: The learner will develop knowledge and skills for the selection and use of home furnishings.

Objectives	Measures
28.1 Analyze changes in society and technology which influence housing design.	Refer to the VEC-HEC-C/TIB 7122 and 7162.
28.2 Evaluate alternatives in home furnishings, equipment, and appliances.	
28.3 Use design elements and principles in decorating personal living spaces.	
28.4 Select, purchase, use, and care for selected home furnishings and accessories.	
28.5 Improvise, construct, and/or renovate selected items of home furnishings to extend financial resources.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 10-12 Skills/Subject Area: Advanced Home Economics

COMPETENCY GOAL 29: The learner will develop knowledge and organizational skills necessary for managing the home.

Objectives	Measures
29.1 Practice work simplification in the performance of selected household responsibilities.	Refer to the VEC-HEC-C/TIB 7122 and 7162.
29.2 Recognize cooperative practices contributing to efficient and satisfying management of the home and its surroundings.	
29.3 Practice conservation of natural resources in and around the home.	

Applied Home Economics Occupations III Outline

1. Purpose of Home Economics Cooperative Education
    a. Definition
    b. Career preparation
    c. Terminology

2. Benefits
    a. To student
    b. To business/industry
    c. To school

3. Career Opportunities
    a. Care and guidance of children
    b. Clothing, production, and services
    c. Food management, production, and services
    d. Home furnishings, equipment, and services
    e. Institutional and home management

4. Occupational Terminology
    a. Technical terms/occupations
    b. Technical terms/home economics related occupations

5. FHA/HERO
    a. Components
    b. Participation

6. Cooperative Training
    a. Criteria
    b. Other cooperative programs
    c. Work programs

7. Forms and Records in HECE
    a. Pre-enrollment forms and records
    b. Forms for evaluation and follow-up

8. Responsibilities
    a. HECE
    b. School
    c. Business/industry

9. Training Agreement and Training Plan

   a. Differences
   b. Developing and evaluating accomplishments

10. Career Decision-Making

   a. Interest inventory
   b. Career choices based on interest inventory

11. Personal Qualifications for Employment

   a. Work competencies for employability
   b. Work competencies desirable for employability
   c. Work adjustment problems

12. Communication Skills

   a. Needed for the job
   b. Verbal communication needed for home economics occupations
   c. Barriers to good communication
   d. Steps
   e. Gestures which convey emotions
   f. Differences in skills: listening, face-to-face, and telephone
   g. Telephone skills
   h. Writing skills
   i. Business report

13. Grooming/Personal Health Practices

   a. Maintaining home economics related occupations
   b. Requirements that affect productivity
   c. Grooming practices that affect productivity

14. Human Relation Skills

   a. Affecting job performance
   b. Contributing to positive employee relationship

15. Math Skills/Home Economics Occupation

   a. Succeeding on job
   b. Math/related forms
   c. Metric conversion terms

16. Procedures for Obtaining Job

   a. Sources of information
   b. Job description

17. Forms for Employment

    a. Importance
    b. Resume
    c. Completion

18. Job Interview Skills

    a. Techniques
    b. Decision-making skills

19. Success on the Job

    a. On-the-job performance
    b. Tasks performed on-the-job
    c. Physical demands
    d. Desirable worker characteristics
    e. Policies, protocol, procedures

20. Ethical Practices

    a. Work ethics
    b. Supervisor's role
    c. Employment

21. Legal Aspects of Employment

    a. Wages and labor regulations
    b. Labor laws
    c. Organized labor
    d. Discrimination
    e. Wage law regulations
    f. Wage statements/reports
    g. Legislation

22. Fringe Benefits

23. Legal Documents

    a. Certificates for employment
    b. Essential elements
    c. Legalities of a contract

24. Job Mobility

    a. Positive and negative reasons
    b. Indicators for advancement
    c. Reason for changing
    d. Business/industry reasons for dismissing

25. Terminating Employment

   a. Procedure
   b. Letter of resignation

26. Multi-Role Responsibilities

   a. Roles of adults
   b. Role changes in different life stages

27. Techniques in Assuming Multi-Roles

   a. Decision-making process
   b. Management techniques
   c. Conflicts
   d. Personal resources
   e. Community resources

28. Human Skills/Multi-Roles

   a. Human relations
   b. Conflicts

29. Safety Practices

   a. Related to home economics
   b. Attitudes
   c. Potential occupation hazards
   d. Maintenance procedure

30. Sanitation Practices

   a. Home economics related occupations
   b. Difference between cleanliness and sanitation
   c. Sanitation codes

31. Occupational Safety and Health Act

   a. OSHA
   b. Employer/employee responsibilities
   c. Rules/regulations

32. Safety Practices/Sanitation Rules

   a. Safety practices
   b. Importance

33. First Aid Skills

    a. Procedures
    b. Supplies/equipment
    c. Emergency procedures

34. Licensing Requirements

    a. List
    b. Compare in different areas

35. Private Enterprise

    a. Define
    b. Characteristics
    c. Governmental control

36. Business Trends

    a. Describe
    b. Effects on productivity

37. Social Security

    a. Describe
    b. Reasons for
    c. Where to find information

38. Tax System

    a. Benefits
    b. Income tax forms/records

39. Insurance

    a. Define terms
    b. Types
    c. Coverage

40. Credit

    a. Available credit sources
    b. Advantages and disadvantages
    c. Factors affecting credit rating

41. Banking

    a. Terms
    b. Services
    c. Checks/checking accounts

42. Career Goals

    a. Records to evaluate
    b. Skills
    c. Requirements/Qualifications

43. Future Career Plans

    a. Identify alternatives
    b. Source of aid

44. Self-Employment/Entrepreneurship

    a. Define terms
    b. Advantages and disadvantages
    c. Franchises
    d. Factors in starting

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 1: The learner will define the purpose of home economics cooperative education as preparation for employment.

Objectives	Measures
1.1 Define home economics cooperative education.	Refer to the VEC-HEC-C/TIB 7123, pp. 64-65.
1.2 Explain how home economics cooperative education can help with career preparation.	
1.3 Identify terminology associated with home economics cooperative education.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 2: The learner will describe the benefits of HECE.

Objectives	Measures
2.1 Give examples of how students benefit from home economics cooperative education.	Refer to the VEC-HEC-C/TIB 7123, pp. 67-68.
2.2 Describe ways in which home economics cooperative education benefits business/industry.	
2.3 Discuss ways in which the school benefits from home economics cooperative education.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 3: The learner will identify career opportunities in home economics related occupations.

	Objectives	Measures
3.1	List career opportunities in care and guidance of children.	Refer to the VEC-HEC-C/TIB 7123, pp. 69-70.
3.2	State career opportunities in clothing management, production, and services.	
3.3	List career opportunities in food management, production, and services.	
3.4	List career opportunities in home furnishings, equipment, and services.	
3.5	State career opportunities in institutional and home management and support services.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 4: The learner will relate occupational terminology to employment.

Objectives	Measures
4.1 Define technical terms related to all occupations.	Refer to the VEC-HEC-C/TIB 7123, pp. 71-72.
4.2 Identify technical terms used in home economics-related occupations.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 5: The learner will demonstrate knowledge of FHA/HERO.

Objectives	Measures
5.1 State the components of FHA/HERO.	Refer to the VEC-HEC-C/TIB 7123, pp. 71-72.
5.2 Explain FHA/HERO.	
5.3 Actively participate in FHA/HERO activities.	

Grade Level: 12 Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 6: The learner will identify the key elements of cooperative training and other work programs.

	Objectives	Measures
6.1	List the criteria for home economics cooperative education	Refer to the VEC-HEC-C/TIB 7123, pp. 75-76.
6.2	Identify other cooperative program areas.	
6.3	Identify other work programs.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Applied Home Economics

& Occupations III

COMPETENCY GOAL 7: The learner will explain the forms and records in Home Economics Cooperative Education.

Objectives	Measures
7.1 Describe the importance of pre-enrollment forms and records for home economics cooperative education.	Refer to the VEC-HEC-C/TIB 7123, pp. 75-76.
7.2 Describe the forms used in home economics cooperative education.	
7.3 Explain the forms necessary for evaluation and follow-up of job training.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics
Occupations III

COMPETENCY GOAL 8: The learner will identify student, school, and business/industry responsibilities in Home Economics Cooperative Education.

Objectives	Measures
8.1 State student responsibilities in Home Economics Cooperative Education.	Refer to the VEC-HEC-C/TIB 7123, pp. 78-79.
8.2 List school responsibilities.	
8.3 Name the responsibilities of business/industry.	

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 9: The learner will explain the importance of the training agreement and the training plan.

Objectives		Measures
9.1	Explain the difference between a training agreement and a training plan.	Refer to the VEC-HEC-C/TIB 7123, pp. 79-80.
9.2	Describe the responsibilities of the student, teacher, and employer in developing and evaluating tasks incorporated in a training plan.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 10: The learner will use self-assessment measures to aid in career decision-making.

Objectives	Measures
10.1 Explain the purpose of the interest inventory in selecting a career.	Refer to the VEC-HEC-C/TIB 7123, p. 81.
10.2 Identify three possible career choices based on interest inventory.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 11: The learner will assess personal qualifications for employment.

Objectives	Measures
11.1 Determine effective work competencies for becoming employable.	Refer to the VEC-HEC-C/TIB 7123, p. 82.
11.2 Identify work competencies desirable for successful employment.	
11.3 Evaluate work adjustment problems related to work values.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 12: The learner will demonstrate communications skills.

Objectives	Measures
12.1 List communication skills needed on the job.	Refer to the VEC-HEC-C/TIB 7123, pp. 84-86.
12.2 Identify home economics occupations for which verbal communication is an important tool.	
12.3 Describe the meanings of barriers to good communication.	
12.4 Demonstrate steps for effective communication.	
12.5 Demonstrate gestures which convey various emotions.	
12.6 Explain the differences in listening skills in face-to-face conversation and telephone conversation.	
12.7 Demonstrate effective telephone skills in receiving messages.	
12.8 Demonstrate skill in writing business reports, letters, and completing forms.	
12.9 List steps involved in compiling a business report related to her/his career objective or training station.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 13: The learner will demonstrate grooming/personal health practices.

Objectives	Measures
13.1 Identify personal grooming and personal health practices for maintaining a home economics-related occupation.	Refer to the VEC-HEC-C/TIB 7123, pp. 86-87.
13.2 Describe personal health practices and requirements that affect productivity.	
13.3 Describe personal grooming practices that affect productivity.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 14: The learner will describe acceptable human relations skills in the job.

Objectives	Measures
14.1 Identify interpersonal relationships that affect job performance.	Refer to the VEC-HEC-C/TIB 7123, pp. 88-89.
14.2 Identify factors contributing to a positive employee relationship.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 15: The learner will demonstrate math skills related to home economic occupations.

Objectives	Measures
15.1 Use basic math skills for succeeding on the job.	Refer to the VEC-HEC-C/TIB 7123, pp. 93-94.
15.2 Complete business/industry math-related forms with accuracy.	
15.3 Name the metric conversion terms and their comparative English standard terms.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 16: The learner will follow appropriate procedures for obtaining a job.

Objectives	Measures
16.1 Explain sources of information used in obtaining a job.	Refer to the VEC-HEC-C/TIB 7123, pp. 92-93.
16.2 Identify sources of information used to locate job vacancies.	
16.3 Relate job descriptions to obtaining a job.	

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 17: The learner will complete employment-related forms.

Objectives	Measures
17.1 Explain the importance of completing forms and giving information needed for employment.	Refer to the VEC-HEC-C/TIB 7123, pp. 95-96.
17.2 Prepare a resume or data sheet.	
17.3 Complete appropriate forms and give information needed for employment.	

Grade Level: 12 Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 18: The learner will demonstrate appropriate job interview skills.

Objectives	Measures
18.1 Demonstrate job interview techniques.	Refer to the VEC-HEC-C/TIB 7123, pp. 90-91.
18.2 Use decision-making skills in evaluating job opportunities.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 19: The learner will demonstrate a selected way to succeed on the job.

Objectives	Measures
19.1 Demonstrate acceptable on-the-job performance.	Refer to the VEC-HEC-C/TIB 7123, pp 92-93.
19.2 Identify tasks to be performed on the job and the level of accuracy.	
19.3 List physical demands of specific occupations.	
19.4 List desirable worker characteristics that aid in acceptable job performance.	
19.5 Name the job policies, protocol, and procedures related to job performance.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 20: The learner will use ethical practices as an employee.

Objectives		Measures
20.1	Explain the work ethic.	Refer to the VEC-HEC-C/TIB 7123, pp. 94-95.
20.2	Identify supervisor's key roles and responsibilities.	
20.3	List essential ethical practices for employment.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 21: The learner will interpret legal aspects of employment.

Objectives	Measures
21.1 Explain wages and labor regulations.	Refer to the VEC-HEC-C/TIB 7123, pp. 94-95.
21.2 Identify labor laws affecting employment of adults and minors.	
21.3 Show an awareness of organized labor.	
21.4 Identify areas of discrimination.	
21.5 Identify wage law regulations.	
21.6 Describe the employer's responsibility in preparing wage statements and reports.	
21.7 Recognize legislation and services provided by State and Federal agencies.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 22: The learner will explain payroll deductions and fringe benefits.

Objectives	Measures
22.1 Identify payroll deductions.	Refer to the VEC-FEC-C/TIB 7123, pp. 94-95.
22.2 Describe fringe benefits of employment.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 23: The learner will explain the importance of legal documents associated with employment.

Objectives	Measures
23.1 Identify certificates for employment.	Refer to the VEC-HEC-C/TIB 7123, pp. 95-96.
23.2 List the essential elements of a contract.	
23.3 Explain the legalities of a contract.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 24: The learner will assess job mobility.

Objectives	Measures
24.1 Describe positive and negative reasons for changing jobs.	Refer to the VEC-HEC-C/TIB 7123, p. 196.
24.2 Identify indicators for advancement on the job.	
24.3 Describe reasons for changing jobs.	
24.4 Identify business/industry reasons for dismissing an employee.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 25: The learner will demonstrate the steps to terminate employment.

Objectives	Measures
25.1 List procedures to follow when terminating employment.	Refer to the VEC-HEC-C/TIB 7123, p. 97.
25.2 Write a letter of resignation.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 26: The learner will give examples of multi-role responsibilities.

Objectives	Measures
26.1 Identify various roles of adults and the multi-roles they assume at one time.	Refer to the VEC-HEC-C/TIB 7123, pp. 98-99.
26.2 Explain that roles may change in different life stages.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 27: The learner will use management techniques in assuming multi-role responsibilities.

Objectives	Measures
27.1 Use decision-making process to manage multi-roles.	Refer to the VEC-HEC-C/TIB 7123, pp. 100-101.
27.2 List management techniques for fulfilling responsibilities.	
27.3 Identify conflicts in assuming multi-role responsibilities.	
27.4 Identify personal resources needed to assume responsibilities.	
27.5 Identify community resources for help in managing multi-role responsibilities.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 28: The learner will use human relation skills in assuming multi-role responsibilities.

Objectives	Measures
28.1 Define human relations and human relation skills.	Refer to the VEC-HEC-C/TIB 7123, pp. 100-101.
28.2 Describe how conflicts in multi-role responsibilities can be managed by positive human relation skills.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 29: The learner will describe safety practices and principles in home economics related occupations.

Objectives	Measures
29.1 Name safety practices and principles related to home economics occupations.	Refer to the VEC-HEC-C/TIB 7123, pp. 108-109.
29.2 Identify attitudes that contribute to the prevention of accidents.	
29.3 Identify potential occupation hazards.	
29.4 Describe routine maintenance procedures to insure safe working conditions.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 30: The learner will explain sanitation practices in home economics-related occupations.

Objectives	Measures
30.1 Name general sanitations practices in home economics-related occupations.	Refer to the VEC-HEC-C/TIB 7123, pp. 108-110.
30.2 State the differences between cleanliness and sanitation.	
30.3 Describe specific sanitation codes related to chosen occupation.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 31: The learner will describe the Occupational Safety and Health Act rules and regulations.

Objectives	Measures
31.1 Define Occupational Safety and Health Act (OSHA).	Refer to the VEC-HEC-C/TIB 7123, pp. 108-111.
31.2 Identify employer and employee responsibilities as outline by OSHA.	
31.3 List rules and regulations defined by OSHA for student's chosen occupation.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 32: The learner will relate safety practices and sanitation rules needed in home economics related occupations.

Objectives	Measures
32.1 Demonstrate safety practices.	Refer to the VEC-HEC-C/TIB 7123, pp. 112-113.
32.2 Explain the importance of sanitation rules.	
32.3 Use sanitary procedures as specified for specific occupational area.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 33: The learner will demonstrate first aid skills.

Objectives	Measures
33.1 Demonstrate first aid procedures for selected situations related to occupational area.	Refer to the VEC-HEC-C/TIB 7123, pp. 112-113.
33.2 Describe first aid supplies and equipment.	
33.3 Explain emergency procedures to follow for severe/serious accidents.	

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 34: The learner will examine licensing requirements and standards for entry into home economics related occupation.

Objectives	Measures
34.1 List licensing requirement and standards.	Refer to the VEC-HEC-C/TIB 7123, pp. 114-115.
34.2 Compare licensing requirements and standards for different occupational areas.	

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Grade Level: 12 Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 35: The learner will describe the private enterprise system in America and governmental influences on the economy.

Objectives	Measures
35.1 Define the term "private enterprise."	Refer to the VEC-HEC-C/TIB 7123, pp. 115-116.
35.2 Identify the characteristics of private enterprise in America.	
35.3 Identify governmental controls and influences on our economy.	

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 36: The learner will explain business trends and the effect of productivity on price.

Objectives	Measures
36.1 Describe business trends in selected home economics-related occupations.	Refer to the VEC-HEC-C/TIB 7123, pp. 115-116.
36.2 Explain ways an efficient employee affects productivity and prices.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 37: The learner will interpret aspects of the social security program.

Objectives	Measures
37.1 Describe the social security program and its benefits.	Refer to the VEC-HEC-C/TIB 7123, pp. 117-118.
37.2 List reasons for obtaining current social security information.	
37.3 State times for contacting the Social Security office.	

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 38: The learner will explain the tax system in the United States.

Objectives	Measures
38.1 Identify benefits derived from taxes.	Refer to the VEC-HEC-C/TIB 7123, pp. 118-119.
38.2 Identify income tax forms and financial records for completing them.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 39: The learner will interpret the role insurance plays in the American economy.

Objectives	Measures
39.1 Define terms relevant to insurance.	Refer to the VEC-HEC-C/TIB 7123, pp. 120-121.
39.2 Identify types of insurance to meet individual needs.	
39.3 Explain coverage for different types of insurance.	

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 40: The learner will explain the significance of credit.

Objectives	Measures
40.1 Identify available credit sources.	Refer to the VEC-HEC-C/TIB 7123, pp. 121-122.
40.2 Describe advantages and disadvantages of credit.	
40.3 Identify factors affecting one's credit rating.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 41: The learner will understand banking services and terms.

Objectives	Measures
41.1 Define banking terms.	Refer to the VEC-HEC-C/TIB 7123, pp. 123-125.
41.2 Identify banking services.	
41.3 State reasons for using checks and checking accounts.	

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 42: The learner will assess progress toward career goals.

Objectives	Measures
42.1 Use progress record and evaluation forms to evaluate progress.	Refer to the VEC-HEC-C/TIB 7123, pp. 126-127.
42.2 Demonstrate skills appropriate to chosen occupational area.	
42.3 Identify requirements and/or qualifications for advancement in chosen occupational area.	

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Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 43: The learner will relate progress made to future career plans.

Objectives	Measures
43.1 Identify career plan alternatives.	Refer to the VEC-HEC-C/TIB 7123, pp. 128-129.
43.2 Identify sources of aid available to achieve career goal.	

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HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Applied Home Economics Occupations III

COMPETENCY GOAL 44: The learner will analyze self-employment/entrepreneurship career opportunities.

Objectives	Measures
44.1 Define terms associated with small business organizations.	Refer to the VEC-HEC-C/TIB 7123, pp. 129.
44.2 Explain the advantages and disadvantages of sole proprietorship, partnership, and corporation forms of business organizations.	
44.3 Describe the advantages and disadvantages of franchises.	
44.4 Describe basic factors to consider in starting your own business.	

Child Care Services I and II Outline

1. Basic needs of children

   a. Physical needs
   b. Emotional needs
   c. Intellectual needs
   d. Social needs

2. Motor Development

   a. Individual rate of development
   b. Predictable pattern at each stage of development
   c. General pattern of growth of large to small motor skills

3. Motor Coordination

   a. Large and small motor control
   b. Relationship of self-concept to motor coordination
   c. Motor coordination develops at individual rate
   d. Learning and motor control based on physical maturation

4. Intellectual Development

   a. Individual rate of development
   b. Factors influencing intellectual development

5. Stages of development (Piaget)

6. Formal Operations

   a. Developmental tasks (Havighurst)
   b. Social/emotional development
   c. Behavior and guidance principles for children
      (1) types of behavior
      (2) observation and evaluation of behavior
      (3) goals of guidance
      (4) principles of discipline
   d. Nutritious food for infants and children
   e. Diets appropriate for infants and children
   f. Food likes and dislikes at each age level
   g. Planning and serving balanced meals with consideration
   h. Role of play in development of children
   i. Importance of play in child development
   j. Management of learning experiences for infants and children
      (1) stimulation activities for infants
      (2) room arrangement of centers for young children
      (3) daily schedule with attention to indoor/outdoor play

k. Selecting, using, and caring for audio-visual aids, equipment, and preparation of other instructional materials
l. Special needs of infants and children
m. Preschooler
n. Characteristic and special needs of exceptional children
o. Child care related agencies and organizations
p. Effective communication skills
q. Personal qualifications for employment
    (1) desirable personality
    (2) job requirements related to personal qualifications
r. Ethical practices for child care employees
s. Grooming and hygiene principles
t. Employee regulations, roles and responsibilities
u. Self-employment opportunities in child care services
v. Sources of information on employment opportunities in child care programs
w. Employment opportunities
x. Knowledge of applying for a job
y. Personal capacities and responsibilities of the child care worker
z. Relationship of aide to total center
aa. Factors which promote a safe environment for the child
bb. Injuries/illness
cc. General safety rules for center
dd. Emergency situations
ee. Good nutrition habits
ff. Health practices
gg. Safety practices
hh. Equipment and toy safety check
ii. Safety requirements for licensed child care facilities
jj. Importance of teacher/child ratio for different age groups and activities

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 1: The learner will assess the basic needs of children.

Objectives	Measures
1.1 Analyze how infants' and children's intellectual and physical growth can be enhanced.	Refer to the VEC-HEC-C/TIB 7133, pp. 3-4.
1.2 Demonstrate knowledge of infants' and children's physical and emotional needs.	
1.3 Plan and conduct activities which foster the growth of infants and children.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 2: The learner will distinguish the growth and development patterns of children.

Objectives	Measures
2.1 Demonstrate a knowledge of the developmental characteristics of children.	Refer to the VEC-HEC-C/TIB 7133, pp. 5-6.
2.2 Apply an understanding of the physical growth and development of a child from one to six.	
2.3 Explore the effect of sex roles on the development of the child.	
2.4 Demonstrate an understanding of the intellectual growth and development of a child from one to six.	
2.5 Identify the emotional characteristics of a child from one to six.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 3: The learner will analyze behavior and guidance principles for children.

Objectives		Measures
3.1	Guide children in the behavior needed for their privacy and property.	Refer to the VEC-HEC-C/TIB 7133, pp. 7-9.
3.2	Display an understanding of the child's perceptions of others and a respect for their privacy and property.	
3.3	Utilize observational techniques to describe social growth patterns in the child.	
3.4	Guide children in developing self-discipline.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 4: The learner will plan and prepare a variety of nutritious foods for infants and children.

Objectives	Measures
4.1 Display a knowledge of infants' and children's food needs.	Refer to the VEC-HEC-C/TIB 7133, p. 10.
4.2 Develop materials informing children and parents of nutritious planning practices.	
4.3 Determine the emotional aspects of mealtime for children.	
4.4 Guide children in developing nutritious eating habits, appropriate manners, and procedures for cleanliness.	
4.5 Develop attractive decorations and table settings for meals, snacks, and special occasions.	
4.6 Plan, prepare, and serve attractive, nutritious meals, supplements, special diets, and special occasion foods.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 5: The learner will describe role of play in development of children.

	Objectives	Measures
5.1	Analyze the stages of play.	Refer to the VEC-HEC-C/TIB 7133, pp. 11-12.
5.2	Discuss play needs of children from infancy to six years of age.	
5.3	Interpret the value of play.	
5.4	Discuss the effects of creative play.	
5.5	List characteristics of infant play.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 6: The learner will demonstrate skills in management of learning experiences for infants and children.

Objectives		Measures
6.1	Demonstrate support of a child's need to create.	Refer to the VEC-HEC-C/TIB 7133, pp. 13-14.
6.2	Motivate children to express themselves in a creative situation.	
6.3	Display the ability to orally interpret literature to children.	
6.4	Plan room arrangement for young children.	
6.5	Manage materials during distribution and cleanup.	
6.6	Plan a variety of art experiences suitable for preschool children.	
6.7	Supervise a variety of art and musical activities.	
6.8	Guide children when working with dramatic or literary creative activities.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 7: The learner will select, prepare, use, and care for audiovisual aids, equipment, supplies, and other instructional materials.

	Objectives	Measures
7.1	Demonstrate a knowledge of audiovisual supplies and equipment.	Refer to the VEC-HEC-C/TIB 7133, pp. 15-16.
7.2	Display skills necessary to prepare use abd care for audiovisual aids, equipment, supplies, and other instructional materials.	

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 8: The learner will characterize special needs of children in each developmental stage.

Objectives		Measures
8.1	Assist each child in her/his emotional growth.	Refer to the VEC-HEC-C/TIB 7133, pp. 17-18.
8.2	Interpret the identity and attachment needs of infants and young children.	
8.3	Display a basic understanding of intellectual development.	
8.4	Recognize activities which stimulate intellectual and physical growth.	

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 9: The learner will identity characteristics of, and guidelines for, working with exceptional children.

Objectives	Measures
9.1 Identify the characteristics and special needs of exceptional children.	Refer to the VEC-HEC-C/TIB 7133, pp. 19-23.
9.2 Plan and conduct activities which stimulate a child's intellectual development.	
9.3 Assist each child in his or her physical growth.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 10: The learner will form conclusions concerning avenues of interaction among families and community organizations and agencies.

Objectives	Measures
10.1 Analyze the services of agencies available to serve families and young children.	Refer to the VEC-HEC-C/TIB 7133, p. 24.
10.2 List community organizations which serve young children.	
10.3 Incorporate various child care facilities and services.	
10.4 Use disciplinary and guidance techniques in working with exceptional children.	
10.5 Plan activities suitable for exceptional children.	
10.6 Demonstrate the ability to work with the parents of exceptional children.	
10.7 Display a knowledge of the different types of services and facilities, public and private, for exceptional children.	

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 11: The learner will demonstrate human relations skills.

Objectives	Measures
11.1 List communication skills essential for a child care/teacher aide.	Refer to the VEC-HEC-C/TIB 7133, pp. 25-26.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 12: The learner will assess personal qualifications for employment.

Objectives	Measures
12.1 Display personal qualifications necessary to function as a child care worker.	Refer to the VEC-HEC-C/TIB 7133, pp. 27-28.
12.2 Identify her/his strengths and weaknesses as a child care worker.	

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 13: The learner will identify legal aspects of employment.

Objectives	Measures
13.1 Describe the training and educational preparation required for various child care related occupations.	Refer to the VEC-HEC-C/TIB 7133, p. 29.
13.2 List the legal requirements for employment as a child care worker.	
13.3 List the health requirements for employment in child care related occupations.	

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 14: The learner will describe ethical practices of a childcare employee.

Objectives	Measures
14.1 List the ethical practices essential for a child care worker.	Refer to the VEC-HEC-C/TIB 7133, pp. 30-31.
14.2 Detect, report, and record signs of child abuse and neglect.	
14.3 Discuss policies used in reporting child abuse.	
14.4 Demonstrate understanding of employer/employee responsibilities with regard to employment.	

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 15: The learner will demonstrate grooming and personal hygiene.

Objectives	Measures
15.1 Wear appropriate clothing when working with children.	Refer to the VEC-HEC-C/TIB 7133, pp. 32-34.
15.2 Apply appropriate grooming and hygiene principles needed by a child care worker.	

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 16: The learner will identify employee regulations, roles, and responsibilities.

Objectives	Measures
16.1 Identify laws governing nineteen child care employees, centers, and services.	Refer to the VEC-HEC-C/TIB 7133, pp. 35-38.
16.2 List responsibilities of the child care workers.	
16.3 Discuss opportunities for guiding the development of young children in daily activities.	

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 17: The learner will identify self-employment opportunities.

Objectives	Measures
17.1 List opportunities for self-employment in child care-related occupations.	Refer to the VEC-HEC-C/TIB 7133, pp. 39-40.

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 18: The learner will assess opportunities for employment in teacher's aide/child care services.

Objectives	Measures
18.1 List sources of information on employment opportunities in child care programs.	Refer to the VEC-HEC-C/TIB 7133, pp. 41-42.
18.2 Discuss opportunities available for employment in teacher aide/child care services.	

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 19: The learner will demonstrate appropriate techniques in applying for employment.

Objectives	Measures
19.1 List rules of selling oneself in interviews.	Refer to the VEC-HEC-C/TIB 7133, pp. 43-44.
19.2 Demonstrate the ability to complete job application letters, resumes, and interviews.	
19.3 Demonstrate techniques of communication and rules of telephone etiquette.	

Grade Level: 11-12

Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 20: The learner will demonstrate skills in the management of teacher's aide/child care responsibilities.

Objectives	Measures
20.1 List personal capacities and responsibilities of the child care worker.	Refer to the VEC-HEC-C/TIB 7133, pp. 45-46.
20.2 Discuss relationships between child care workers, other staff, director, and parents.	

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 21: The learner will demonstrate safety principles and practices appropriate for child care facilities.

Objectives	Measures
21.1 Develop an understanding of factors which promote a safe environment for the child.	Refer to the VEC-HEC-C/TIB 7133, pp. 47-48.
21.2 Observe, report, and record signs of emotional and physical illness in children.	
21.3 Demonstrate first aid procedures.	
21.4 Display an understanding of emergency procedures.	
21.5 Intervene in hazardous situations.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 22: The learner will integrate health and safety practices for care of children.

Objectives	Measures
22.1 Guide the child in routine health and safety habits.	Refer to the VEC-HEC-C/TIB 7133, pp. 49-50.
22.2 List policies to practice concerning communicable diseases in child care facilities.	
22.3 Name factors to consider when selecting or making children's clothing.	
22.4 List safety factors related to toys and activities for young children.	

Grade Level: 11-12 Skills/Subject Area: Child Care Services I and II

COMPETENCY GOAL 23: The learner will analyze licensing requirements and standards for child care facilities.

Objectives	Measures
23.1 Demonstrate an understanding of safety requirements for licensed child care facilities.	Refer to the VEC-HEC-C/TIB 7133, pp. 51-52.
23.2 List steps in equipment safety checks.	
23.3 Analyze importance of teacher/child ratio for different age groups and activities.	

Clothing Services I and II Outline

1. Preparation for the World of Work

    a. Job descriptions for various types of employment
    b. Local, state, and regional opportunities for jobs
    c. Self-employment opportunities
    d. Advantages of clothing services positions
    e. Job requirements related to
        (1) physical qualities
        (2) job-related skills
        (3) speed and accuracy
        (4) technical knowledge
    f. Attitudes and values related to job success
    g. Importance of following job policies, protocol, and procedures for specific business operations
    h. Job ethics
    i. Desirable employee traits
    j. Undesirable job-related behaviors
    k. Reasons for losing jobs such as
        (1) lack of technical knowledge
        (2) economic conditions
        (3) poor human relations skills
        (4) lack of dedication to work
    l. Importance of working harmoniously with others
    m. Communication skills
    n. Factors contributing to positive employee/employer, employee/customer relationships
    o. Relationship of human relation skills to job success
    p. Legal aspects of employment
    q. Getting a job
    r. Steps in the decision-making process
    s. Factors to consider in assessing job offer
    t. Skills and knowledge needed for self-employment in clothing industry

2. Equipment and Supplies

    a. Kinds of equipment available
    b. Use and care of large equipment available
    c. Cost of equipment and supplies
    d. Using equipment
    e. Management of the work area
    f. Safety precautions in use of power sewing machine
    g. Importance of good posture
    h. Correct method for adjusting chair heights
    i. Safe lifting techniques
    j. Safe handling of equipment

3. Skills for Custom Clothing Construction

a. Selection of patterns in relationship to size, shape, and intended use
b. Measurement areas for determining selection of men's, women's and children's commerical patterns
c. Procedure for selection of appropriate figure type and pattern size
d. Guidelines and steps for pattern alterations
e. Procedures for specific alterations of patterns such as lengthening, shortening, enlarging, and reducing size
f. Combination of necklines, collars, sleeves, and other features from two or more patterns
g. Use of two pattern sizes to provide proper fit
h. Amount of fabric needed for a variety of fabrics
i. Amount of interfacing and specific notions needed for a variety of patterns and fabrics
j. Pattern terms and symbols on the envelope, pattern pieces, and guide sheet
k. Types of interfacings and linings, fabric, lining, interfacing, and notions appropriate for variety of patterns
l. Identification of grainline of fabric
m. Preparation of fabric for cutting pattern layout
n. Layout of special fabrics
o. Selection of pattern pieces and cutting layout for garment view desired
p. Guidelines for cutting pattern pieces with minimum amount of fabric
q. Various procedures for marking and why
r. Special stitches available on a variety of machines
s. Use of all attachments available such as
    (1) buttonholer
    (2) zipper foot
    (3) cording foot
t. Characteristics of quality machine stitching on various fabrics
u. Procedures for a variety of hand stitches such as
    (1) slip basting
    (2) diagonal basting
    (3) hem stitches
    (4) buttonhole stitch
    (5) overcasting
v. Procedures for attaching
    (1) hook and eye
    (2) snap
    (3) buttons
    (4) thread loops
w. Purposes of temporary and permanent stitches
x. Selection of stitches in relation to purpose and type of fabric
y. Techniques for curved, corner seams

- z. Skill construction of more advanced procedures such as
    - (1) seam finishes
    - (2) closures
    - (3) collars
    - (4) sleeves
    - (5) hems
    - (6) bound buttonholes
- aa. Construction techniques related to
    - (1) characteristics of fabrics
    - (2) fabric construction
    - (3) fabric finishes
- bb. Procedures for working with specialty fabrics
- cc. Identification of purposes and construction procedures for
    - (1) linings
    - (2) underlinings
    - (3) interfacings
- dd. Factors which determine fit in a garment
- ee. Causes for poor fit in a garment
- ff. Procedures for insuring proper fit
- gg. Differences between dressmaker and custom tailoring methods
- hh. Tailoring techniques
- ii. Characteristics of a quality garment
- jj. Importance of quality workmanship
- kk. Relation of heat, moisture, and pressure to pressing of various fabrics
- ll. Techniques for
    - (1) grain line
    - (2) pressing darts, seams, sleeve, hem
    - (3) pressing out creases
- mm. Characteristics of a well-pressed garment
- nn. Organization of work time and personal time for greater efficiency
- oo. Organization of supplies and equipment
- pp. Characteristics of a well-arranged sewing area
- qq. Factors which affect time needed to complete a specific garment
- rr. Appropriate procedures for ripping seams in various fabrics considering time and type of fabrics

4. Skills for Alteration and Repair

- a. Factors affecting alteration decisions
- b. Characteristics of properly fitted garments
- c. Identification of problems requiring alterations
- d. Alteration procedures for use in special areas
- e. Special fitting problems according to individual differences
- f. Steps in fitting, marking, and recording information for alterations
- g. Techniques for men's alterations
- h. Acceptable standards for alterations
- i. Techniques for women's alterations
- j. Acceptable standards for alterations

k. Techniques for children's alterations
    (1) skirt/pant length
    (2) patches/mending
    (3) recycling
    (4) growth features
l. Personal safety
m. Machine safety
n. Procedures for efficient use of time
o. Procedures for determination of alteration costs and delivery date
p. Customer/employee relations
q. Alteration ticket information

5. Production in a Commercial Setting

a. Descriptions of positions in apparel production
b. Definitions of various terms
c. Steps in production process in garment-making
d. Specialized individual operations for various kinds of employment
e. Procedures for threading and using
f. Techniques for inserting labels, loops, tabs
g. Importance of increasing speed in machine operation
h. Procedure for conducting a time-motion study
i. Stitching of two plies (or pieces) with different shapes such as sleeve and armhole
j. Use of attachments which roll, fold, insert, or guide materials
k. Machine adjustments necessary when using attachments
l. Types of finish stitching
m. Steps in making a garment/project using assembly line techniques
n. General steps in a operator's performance of a specific task within the assembly line procedure
o. Standards for quality work
p. Correction of mistakes by individual operators
q. Necessary repairs to be made
r. Definitions of tolerances allowed in garments
s. Factors affecting classification of garments
t. Consideration of cost and time in determining repairs to be made
u. Procedures for repairing defective garments
v. Reasons for production control
w. Factors affecting production
x. Information on tickets attached to bundles
y. Incentives
z. Types of pay scales
aa. Calculation of everyday math problems that an operator may encounter

6. Skill in Use of Equipment for Specialized Tasks

a. Types of decorative finishes
b. Criteria for selection
c. Three-letter monogram

d. Machine applique
e. Decorative trims
f. Decorative hand and machine stitches
g. Criteria for evaluating decorative finish
h. Definition of recycling
i. Factors affecting decision to recycle garments
j. Procedures for replacing collars and cuffs
k. Ideas for recycling
l. Tasks descriptions in laundry-dry cleaning businesses
m. Use of laundry aids in spot and stain removal
n. Steps in stain and spot removal
o. Functions of accessories
p. Construction processes for decorative items
    (1) cushions
    (2) pillows
    (3) bolsters
    (4) dressing tables
    (5) pillow shams
    (6) placemats
    (7) tablecloths and napkins
    (8) table runners
q. Criteria for evaluation of accessory items
r. Styles of bedspreads
s. Types of bedspreads
t. Measurements needed for various styles and types of spreads
u. Importance of accuracy of measurements
v. Selection of appropriate fabrics and trims for designated styles
w. Procedure for estimating yardage and deciding on decorative detail
x. Procedures for bedspread construction
y. Criteria for evaluation of bedspreads
z. Windows
aa. Types of shades, shutters, and blinds
bb. Appropriate use of various types of shades, shutters, and blinds
cc. Types of window treatments
dd. Types of over-treatments
ee. Decorative window treatments
ff. Factors to consider in selection of window treatments
gg. Factors affecting selection of fabrics
hh. Procedures for drapery construction
ii. Types of hardware and mountings
jj. Equipment and supplies necessary to install draperies or curtains
kk. Selection and installation of hardware
ll. Criteria for draperies of quality construction

7. Small Business Management

a. Information needed for planning a small business
b. Financial information needs
c. Developing a basic business plan

d. Getting started in business
e. Regulations and laws affecting the area of business selected
f. Types of records needed for business operation
g. Personal relations skills
h. Sources of information regarding beginning and operating a small business
i. Types of services provided by agencies/organizations regarding business management

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Clothing Services I and II

COMPETENCY GOAL 1: The learner will relate preparation to opportunities for employment in clothing services.

	Objectives	Measures
1.1	Identify opportunities for employment.	Refer to the VEC-HEC-C/TIB 7143/44, 001-01-31 through 001-04-34.
1.2	Determine personal characteristics for becoming employable.	
1.3	Identify legal aspects of employment.	
1.4	Demonstrate procedures in obtaining a job.	
1.5	Describe opportunities available for becoming self-employed in a clothing service occupation.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Clothing Services I and II

COMPETENCY GOAL 2: The learner will select, use, and maintain equipment and supplies safely and efficiently.

	Objectives	Measures
2.1	Identify tools of the trade for a given task.	Refer to the VEC-HEC-C/TIB 7143/44, 002-01-31 through 002-03-32.
2.2	Demonstrate techniques for use and maintenance of supplies.	
2.3	Use safety practices in performing clothing service tasks.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Clothing Services I and II

COMPETENCY GOAL 3: The learner will develop skills appropriate for use in custom clothing construction.

	Objectives	Measures
3.1	Select, alter, and use commercial patterns.	Refer to the VEC-HEC-C/TIB 7143/44, 003-01-31 through 003-07-35.
3.2	Perform basic procedures necessary for pattern layout and cutting.	
3.3	Perform selected stitching variations using the standard and industrial sewing machines.	
3.4	Perform selected stitching variations using hand techniques.	
3.5	Perform custom clothing construction processes accurately.	
3.6	Use appropriate pressing techniques.	
3.7	Demonstrate management skills in the construction of clothing.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Clothing Services I and II

COMPETENCY GOAL 4: The learner will apply clothing construction skills in the alteration and repair of garments.

Objectives	Measures
4.1 Analyze an improperly fitted garment and suggest ways for making appropriate alterations.	Refer to the VEC-HEC-C/TIB 7143/44, 004-01-31 through 004-05-32.
4.2 Recognize the various steps involved in fitting, marking garments, and reordering information for alterations.	
4.3 Perform alterations of acceptable standards on men's, women's, and children's garments in a minimal amount of time.	
4.4 Repair or replace parts of men's, women's, and children's garments in an acceptable manner, in a minimal amount of time.	
4.5 Demonstrate procedures for arriving at work agreements with customers.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Clothing Services I and II

COMPETENCY GOAL 5: The learner will demonstrate skill in the use of industrial machines and operations in a commercial setting.

Objectives		Measures
5.1	Describe the processes involved in apparel production.	Refer to the VEC-HEC-C/TIB 7143/44, 005-01-31 through 005-04-35.
5.2	Perform basic machine operations on an industrial machine.	
5.3	Describe quality specifications.	
5.4	Describe production control.	
5.5	Explain how incentives and wage rates influence, and are influenced by, production control.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Clothing Services I and II

COMPETENCY GOAL 6: The learner will demonstrate skill in use of specialized equipment and in performance of specialized construction tasks.

Objectives		Measures
6.1	Demonstrate techniques of monogramming, appliqueing, trimming, and decorative stitching.	Refer to the VEC-HEC-C/TIB 7143/44, 006-01-31 through 006-04-41.
6.2	Demonstrate principles of recycling clothing.	
6.3	Demonstrate laundry and spot removal processes.	
6.4	Demonstrate techniques for construction of home furnishings items.	

Grade Level: 11-12 Skills/Subject Area: Clothing Services I and II

COMPETENCY GOAL 7: The learner will describe information and skills required for successful small business management.

Objectives	Measures
7.1 Explain basic information needed in relation to planning and starting a small business	Refer to the VEC-HEC-C/TIB 7143/44, to be developed.
7.2 Describe recordkeeping needs of a small business.	
7.3 Explain basic business and human relations skills needed in managing a small business.	
7.4 Interpret services available to entrepreneurs from state, federal, and private organizations for planning and operating a small business.	

Consumer Management Skills Outline

1. Economic System

    a. Types of economic system
    b. Components of an economic system
    c. Major choices determined by economy
    d. The American economic system
    e. Influences on the economy
    f. Effects of influences on the economy
    g. Economic roles of the consumer as a teenager
    h. Consumer as a taxpayer
    i. Economic role of government
    j. Economic role of the producer
    k. Consumer legislation
    l. Legislative actions
        (1) controls
        (2) benefits
        (3) protects
        (4) support from consumers
    m. State and national government agencies providing consumer protection
    n. Examples of government regulations
    o. Values and goals
    p. Decision-making
    q. Factors affecting decision-making
    r. Consumer situations
    s. Enforcement of consumer legislation

2. Consumer Planning and Decision-Making

    a. Economic conditions
    b. Influence on decision-making
    c. Types of resources
    d. Characteristics of resources
    e. Family life cycle
    f. Characteristics during each stage of family cycle
    g. Financial needs during each stage of family cycle
    h. Achievement of goals through resources

3. Management of Homemaking Responsibilities

    a. Changing roles of the homemaker
    b. Value of management skills
    c. Value of management process to homemaking responsibilities
    d. Factors of management process
    e. Energy conservation
    f. Demands of time
    g. Availability of time

    - h. Household responsibilities
    - i. Criteria for supplies
    - j. Criteria for selection of small equipment
    - k. Strategies for financial security
    - l. Influences on spending
    - m. Influences on budgeting
    - n. Processes of budgeting

4. Financial Protection for the Consumer

    - a. Types of institutions
    - b. Reasons for using a checking account
    - c. Sources of protection
    - d. Services provided
    - e. Filling out bank forms
    - f. Factors affecting plans for savings and investments
    - g. Reasons for savings
    - h. Choosing a savings method
    - i. Methods of savings
    - j. Basis for computing interest on savings
    - k. Types of investments
    - l. Sources of information for investors
    - m. Factors affecting need for insurance
    - n. Influences on cost of insurance

5. Types of Insurance

    - a. Automobile
    - b. Health Insurance
    - c. Income insurance
    - d. Life insurance
    - e. Burial insurance
    - f. Property and home insurance
    - g. Policy as legal agreement
    - h. Methods of paying insurance
    - i. Social security benefits
    - j. Supplemental plans

6. Use of Consumer Credit

    - a. Basic types of credit
    - b. Use of credit
    - c. Use of cash
    - d. Sources of consumer credit
    - e. Types of sales credit
    - f. Advantages of credit
    - g. Disadvantages of credit
    - h. Cost of credit

   - i. Economic factors influencing credit
   - j. Credit application
   - k. Credit and the law
   - l. Credit rating
   - m. Credit rating agencies
   - n. Qualifications for obtaining credit
   - o. Using credit wisely

7. Consumer Rights and Responsibilities

8. Consumers in the Market Place

   - a. Influence on consumer choices
   - b. General rules of buying
   - c. General buying practices
   - d. Securing product information
   - e. Shopping behaviors
   - f. Advertising and the consumer
   - g. Consumer information provided through advertisements
   - h. Advertising media
   - i. Advertising and merchandising techniques
   - j. Techniques
   - k. Deceptive practices
   - l. Consumer appeal of deceptive practices
   - m. Effects of deceptive practices

9. Consumer Services Available

   - a. Types of consumer information
   - b. Manufacturers as sources of consumer information
   - c. Types of consumer information available from manufacturers
   - d. Private agencies
   - e. Services to consumers

10. Career Opportunities

   - a. Personal aptitude
   - b. Occupational Outlook Handbook
   - c. Other job information
   - d. Career opportunities
   - e. Consumption patterns
   - f. Influences on consumption patterns of families
   - g. Relationship of career choice to consumption patterns
   - h. Resources available for postsecondary education/training
   - i. Career ladder
   - j. Career lattice

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Consumer Management Skills

COMPETENCY GOAL 1: The learner will analyze the forces interacting within the American economic system which affect the status of the economy.

	Objectives	Measures
1.1	Describe the basic components of the United States' economic system.	Refer to the VEC-HEC-C/TIB 7115, 001-00-01 through 003-00-02.
1.2	Describe economic functions of consumer, business, and government.	
1.3	*Analyze the effect of consumer legislation and government agencies on the consumer and industry.	
1.4	Analyze the decision-making process used by consumers.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Consumer Management Skills

COMPETENCY GOAL 2: The learner will assess the impact of consumer planning and decision making upon attainment of goals.

	Objectives	Measures
2.1	*Assess the effects of the use of resources on both individual and/or familial needs and societal needs.	Refer to the VEC-HEC-C/TIB 7115, 004-00-01 through 004-00-05.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Consumer Management Skills

COMPETENCY GOAL 3: The learner will demonstrate use of effective techniques in the efficient management of homemaking responsibilities.

	Objectives	Measures
3.1	Describe processes involved in management of resources to fulfill homemaking responsibilities.	Refer to the VEC-HEC-C/TIB 7115, 005-00-01 through 007-00-03.
3.2	Demonstrate management practices in selected homemaking responsibilities.	
3.3	*Interpret how to use financial planning for the attainment of individual and/or family goals.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Consumer Management Skills

COMPETENCY GOAL 4: The learner will analyze financial protection and its impact upon consumers.

Objectives		Measures
4.1	Illustrate types of financial services available to consumers.	Refer to the VEC-HEC-C/TIB 7115, 008-00-01 through 010-00-04.
4.2	Compare potential risks and gains in various savings and investment plans.	
4.3	Analyze types of insurance for individual/ family protection.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12   Skills/Subject Area: Consumer Management Skills

COMPETENCY GOAL 5: The learner will interpret the role of consumer credit in the marketplace.

Objectives		Measures
5.1	Analyze sources, costs, and uses of consumer credit.	Refer to the VEC-HEC-C/TIB 7115, 011-00-01 through 012-00-03.
5.2	Describe the effects of credit rating on consumers.	

Grade Level: 9-12 Skills/Subject Area: Consumer Management Skills

COMPETENCY GOAL 6: The learner will differentiate between consumer rights and responsibilities.

Objectives	Measures
6.1 *Relate basic consumer rights and responsibilities to consumer behaviors.	Refer to the VEC-HEC-C/TIB 7115, 013-00-01 through 013-00-05.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Consumer Management Skills

COMPETENCY GOAL 7: The learner will analyze the factors affecting consumer behavior in the marketplace.

	Objectives	Measures
7.1	Describe influences on consumer choices.	Refer to the VEC-HEC-C/TIB 7115, 014-01-01 through 014-04-03.
7.2	Compare shopping practices used by consumers.	
7.3	Analyze influence of advertising and merchandising techniques on consumers.	
7.4	*Identify the effects of deceptive practices in the marketplace on the individual and/or family and society.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Consumer Management Skills

COMPETENCY GOAL 8: The learner will interpret the appropriateness of consumer services available from institutions and agencies.

	Objectives	Measures
8.1	Describe consumer services available through agencies and institutions.	Refer to the VEC-HEC-C/TIB 7115, 015-00-01 through 016-00-02.
8.2	*Evaluate sources and types of consumer information for the acquisition and use of goods and services.	

Grade Level: 9-12 Skills/Subject Area: Consumer Management Skills

COMPETENCY GOAL 9: The learner will assess own potential for the utilization of human and material resources in the identification and attainment of career goals.

	Objectives	Measures
9.1	*Explore future career opportunities in consumer fields in respect to individual and/or family resources.	Refer to the VEC-HEC-C/TIB 7115, 017-00-01 through 018-00-03.
9.2	*Analyze future career choices and/or opportunities in relation to individual and/or family consumption patterns.	

*The eight competencies starred were validated through the national research project--Consumer Education Competencies for the Home Economics Program--conducted by Eastern Michigan University, 1976, and have been included in numerous recent consumer education documents. Some minor alterations to statements have been made for use in this document.

Exploratory/Introductory Home Economics Outline*

*NOTE: Included in this outline are the content outlines for Exploring Home Economics, Introductory Home Economics, and Family Life Education.

1. Wardrobe for Self and Family

   a. Selection
   b. Care
   c. Coordination
   d. Pattern coordination
   e. Purchasing clothing
   f. Purchasing accessories

2. Clothing Construction

   a. Appropriate pattern
   b. Appropriate fabrics
   c. Appropriate notions
   d. Sewing safety
   e. Basic technique
   f. Evaluation

3. Personal Resources

   a. Available resources

4. Use of Resources

   a. Factors that influence
   b. Basis for decisions
   c. Setting priorities
   d. Analyzing financial plans

5. Consumer Decisions

   a. Personal values, needs, and goals
   b. Social pressures
   c. Available sources of credit
   d. Cost of consumer credit
   e. Consumer information
   f. Relationship of consumer rights to responsibility
   g. Effects of consumer legislation

6. Resources

   a. Financial security
   b. Evaluating consumer personal goals
   c. Management

7. Responsibilities of Parenting

    a. Goals
    b. Adjustment
    c. Basic needs of infants
    d. Growth and development of children
    e. Parent child relationships

8. Maturity Growth

    a. Individual development
    b. Responsibilities during life cycle
    c. Factors affecting life styles
    d. Influence of physical, mental, and personal growth

9. Preparation for Parenthood

    a. Myths and realities
    b. Family planning
    c. Parental responsibilities
    d. Community resources
    e. Heredity and environmental influences

10. The Family

    a. Universality
    b. Functions
    c. Stages in life cycle
    d. Issues

11. Patterns of Adult Living

    a. Personal philosophy
    b. Code of ethics
    c. Male/female roles
    d. Decisions relating to marriage
    e. Successful marriage

12. Community Services

13. Family Food Meals

    a. Psychological, social, and physiological functions
    b. Nutritious meals

14. Managing Family Food Dollar

    a. Consumer buying
    b. Selection and conservation of food

15. Resources for Meal Preparation

    a. Equipment
    b. Time, energy, and money
    c. Planning, preparing, and serving foods
    d. Meal services and manners

16. Occupational Goals and Values

    a. Cultural, social, and psychological work
    b. Factors influencing vocational goals/choices
    c. Services for vocational planning
    d. Resources for career goals

17. Working Women

18. Opportunities in Home Economics

19. Entering Employment

20. Personal Grooming

    a. Bases
    b. Characteristics
    c. Selected techniques
    d. Selection and cost of supplies

21. Housing/Family development

22. Changing Family Needs

    a. Influences on housing choices
    b. Guidelines for selecting houses
    c. Financial decisions
    d. Legal Aspects
    e. Community sources

23. Furnishings/Equipment

    a. Selecting
    b. Arrangement
    c. Organization
    d. Management factors

24. Furniture, Equipment, and Accessories

    a. Selecting household textiles
    b. Organizing household storage
    c. Care

25. Safety Hazards

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 1: The learner will select wardrobe for self and family.

Objectives	Measures
1.1 Identify principles for selection, coordination, and care of personal clothing.	Refer to the VEC-HEC-C/TIB 7111, pp. 45-52.
1.2 Identify influences on clothing needs and choices of family members.	
1.3 Select and coordinate appropriate patterns, fabrics, and notions.	
1.4 Demonstrate basic decision-making skills in purchasing clothing and accessories.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-12 Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 2: The learner will construct clothing for the individual.

	Objectives	Measures
2.1	Select and coordinate appropriate patterns, fabrics, and notions.	Refer to the VEC-HEC-C/TIB 7111, pp. 55-66.
2.2	Select, operate, and care for sewing machine safely and accurately.	
2.3	Perform basic techniques of garment construction and evaluate projects according to established criteria.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 3: The learner will identify availability of personal resources.

Objectives	Measures
3.1 Identify available personal resources.	Refer to the VEC-HEC-C/TIB 7111, pp. 67-68.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 4: The learner will manage use of resources.

Objectives	Measures
4.1 Analyze factors that influence use of resources.	Refer to the VEC-HEC-C/TIB 7111, pp. 76-78.
4.2 Interpret bases for decisions in use of resources to meet family needs.	
4.3 Interpret and engage in setting priorities in the use of personal resources.	
4.4 Analyze and use financial plans for a variety of family situations.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-12 Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 5: The learner will describe factors affecting consumer decisions.

	Objectives	Measures
5.1	Describe influence of personal values, needs, and goals on consumer decisions.	Refer to the VEC-HEC-C/TIB 7111, pp. 69-72.
5.2	Identify social pressures on the consumer.	
5.3	Identify available sources of credit.	
5.4	Analyze availability and cost of consumer credit.	
5.5	Describe and identify the benefits of using consumer information.	
5.6	Interpret, and show interest in, the relationship of basic consumer rights and responsibilities to consumer behavior.	
5.7	Evaluate the effects of consumer legislation on the consumer and business/industry.	

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 6: The learner will organize resources to provide for demands.

Objectives		Measures
6.1	Describe financial security for individuals and families.	Refer to the VEC-HEC-C/TIB 7111, pp. 67-68.
6.2	Interpret processes in making and evaluating personal goals for consumer.	
6.3	Demonstrate management of financial resources to achieve personal goals.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 7: The learner will identify goals, roles, and responsibilities of parenting.

	Objectives	Measures
7.1	Identify goals for parenting which focus on maximizing the growth and development of all family members.	Refer to the VEC-HEC-C/TIB 7111.
7.2	Identify ways of coping with common problems in adjusting to parenthood.	
7.3	Plan ways of meeting the basic needs of infants and for encouraging growth and development.	
7.4	Identify implications for parenting based on the basic needs of children and the areas and stages of growth and development.	
7.5	Apply positive guidance principles and techniques with children.	
7.6	Identify the interactions of the parent-child relationship.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 8: The learner will describe growth toward maturity.

	Objectives	Measures
8.1	Describe family contributions to individual development of all family members.	Refer to the VEC-HEC-C/TIB 7111, pp. 24-25.
8.2	Interpret responsibilities and benefits of family membership at various stages of the life cycle.	
8.3	Show awareness of factors affecting individual life styles, personal goals, and values.	
8.4	Describe influence of physical, mental, and emotional growth on personal behavior during puberty and adolescence.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 9: The learner will identify the steps in preparation for parenthood.

Objectives		Measures
9.1	Distinguish between myths and realities of parenthood.	Refer to the VEC-HEC-C/TIB 7111, pp. 26-28.
9.2	Identify decision-making factors in family planning.	
9.3	Identify parental responsibilities related to prenatal growth and development.	
9.4	Identify community resources for information and assistance in family planning, pregnancy, and prenatal care.	
9.5	Identify hereditary and environmental influences on human growth and development.	

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HOME ECONOMICS EDUCATION

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 10: The learner will describe the family in today's world.

Objectives	Measures
10.1 Describe the universality of families.	Refer to the VEC-HEC-C/TIB 7111, pp. 29-40.
10.2 Identify family functions in a democratic society.	
10.3 Describe stages in the family life cycle.	
10.4 Identify, and pay attention, to selected issues affecting the family.	
10.5 Interpret issues related to the family.	

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Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 11: The learner will describe the patterns of adult living.

Objectives	Measures
11.1 Identity personal philosophy and code of ethics.	Refer to the VEC-HEC-C/TIB 7111, pp. 36-40.
11.2 Describe changing male/female roles and responsibilities in contemporary society.	
11.3 Analyze factors to consider in reaching decisions about marriage.	
11.4 Summarize privileges, responsibilities, and adjustments which contribute to a successful marriage.	

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 12: The learner will identify community services and agencies related to family welfare.

Objectives	Measures
12.1 Identify community services and agencies related to family welfare.	Refer to the VEC-HEC-C/TIB 7111, pp. 43-44.

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 13: The learner will plan meals to meet family food needs.

Objectives	Measures
13.1 Describe psychological, social, and physiological functions of food.	Refer to the VEC-HEC-C/TIB 7111, pp. 95-98.
13.2 Plan nutritious meals for the family.	

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Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 14: The learner will know how to manage the family food dollar.

Objectives	Measures
14.1 Describe consumer aspects of family food buying.	Refer to the VEC-HEC-C/TIB 7111, pp. 96-97.
14.2 Analyze decisions in selection and conservation of food.	

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 15: The learner will manage resources in meal preparation and service.

Objectives	Measures
15.1 Select, use, and care for equipment used in food preparation.	Refer to the VEC-HEC-C/TIB 7111, pp. 99-113.
15.2 Interpret the use of time, energy, and money in the management of meals.	
15.3 Plan, prepare, and serve selected foods.	
15.4 Demonstrate meal services and manners for social usage.	

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Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 16: The learner will recognize occupational goals and values as they relate to the family.

Objectives	Measures
16.1 Analyze cultural, social, and psychological work.	Refer to the VEC-HEC-C/TIB 7111, pp. 6-7.
16.2 Recognize factors influencing vocational goals and choices.	
16.3 Analyze services available for vocational planning.	
16.4 Evaluate organization of resources to attain career goals.	

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HOME ECONOMICS EDUCATION

Grade Level: 7-12 Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 17: The learner will list the effects of working women on families.

Objectives	Measures
17.1 Identify managment skills for the individual with mutiple roles.	Refer to the VEC-HEC-C/TIB 7111, pp. 8-9.

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 18: The learner will identify opportunities for men and women in home economics.

Objectives	Measures
18.1 Identify employment opportunities in home economics for men and women.	Refer to the VEC-HEC-C/TIB 7111.

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HOME ECONOMICS EDUCATION

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 19: The learner will explain the procedures for seeking and securing employment.

Objectives	Measures
19.1 Describe procedures involved in entering employment.	Refer to the VEC-HEC-C/TIB 7111, pp. 10-13.

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Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 20: The learner will identify and demonstrate the techniques of personal grooming.

Objectives	Measures
20.1 Identify value bases for personal grooming standards.	Refer to the VEC-HEC-C/TIB 7111, pp. 108-115.
20.2 Identify characteristics of well-groomed individuals.	
20.3 Demonstrate selected techniques for personal grooming.	
20.4 Interpret factors involved in the selection and cost of grooming aids and services.	

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 21: The learner will interpret housing as a means of fostering family development.

Objectives	Measures
21.1 Interpret housing as a means of fostering family development.	Refer to the VEC-HEC-C/TIB 7111, pp. 116.

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HOME ECONOMICS EDUCATION

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 22: The learner will make decisions to meet changing family needs.

Objectives	Measures
22.1 Identify influences on housing choices.	Refer to the VEC-HEC-C/TIB 7111, pp. 116-120.
22.2 Describe guidelines for selecting housing.	
22.3 Analyze financial decisions in housing.	
22.4 Interpret legal aspects of housing decisions.	
22.5 Identify community sources that aid in solving housing problems.	

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COMPETENCY GOAL 23: The learner will analyze furnishing and equipment needed for beginning family.

Objectives	Measures
23.1 Identify factors in the selection of furnishings and equipment for beginning family.	Refer to the VEC-HEC-C/TIB 7111, pp. 118-120.
23.2 Analyze arrangements of furnishings and equipment.	
23.3 Describe organization of work and storage centers.	
23.4 Analyze management factors in caring for home furnishings and equipment.	

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 24: The learner will describe care of furniture, equipment, and accessories.

Objectives	Measures
24.1 Relate factors involved in the selection and use of household textiles and accessories.	Refer to the VEC-HEC-C/TIB 7111, pp. 120-122.
24.2 Demonstrate methods for organizing household storage.	
24.3 Describe care of furniture, equipment, and accessories.	

Grade Level: 7-12

Skills/Subject Area: Exploratory/Introductory Home Economics

COMPETENCY GOAL 25: The learner will demonstrate techniques for reducing safety hazards around the home.

Objectives	Measures
25.1 Demonstrate techniques for correction of safety hazards in and around the home.	Refer to the VEC-HEC-C/TIB 7111, pp. 124-126.

Food Services I and II Outline

1. General Competencies for Employment

    a. Overview of food service industry
    b. Various types of food service establishments
    c. Food service occupations and training requirements
    d. Multi-roles of food service employee
    e. Employee obligations
    f. Employment policies, laws, and regulations for food service
    g. Sanitation regulations and food service establishments
    h. Importance of the Occupational Safety and Health Act to the worker
    i. Human relations in serving the public
    j. Attitudes
    k. Employment ethics
    l. Personal characteristics
    m. Job applications

2. Safety and Sanitation

    a. Importance of sanitation and safety in food service
    b. Foodborne disease
    c. Preventing accidents and injuries
    d. First aid procedures
    e. Ware washing
    f. Housekeeping procedures
    g. Prevention of food spoilage
    h. Control of spoilage
    i. Food preservation

3. Nutrition and Menu Planning

    a. Basics of nutrition
    b. Fads and fallacies
    c. Menu planning
    d. Relation of foods to type of food service establishment

4. Selection, Use, and Maintenance of Equipment

    a. Equipment
    b. Use, care, and maintenance of equipment

5. Skills Appropriate for Food Preparation

    a. Basic procedures in food preparation
    b. Benefits of using work schedules
    c. Work simplification
    d. Work simplification guide

    e. Purpose of work stations in various establishments
    f. Work stations and related job tasks
    g. Organization of work stations in various establishments
    h. Tasks needed in conducting food service operation
    i. Planning foods for catered functions

6. Skills in Serving Customers

    a. Practices for developing positive customer relations
    b. Value of repeat trade to business success
    c. Types of food service units
    d. Types of service for various food establishments
    e. Techniques of serving customers at table or counter
    f. Decisions between rental or purchase of selected services
    g. Types of quantity purchase of food
    h. Considerations in food purchase
    i. Considerations in purchase of supplies/equipment

7. Small Business Management

    a. Information needed for planning a small business
    b. Financial information needs
    c. Developing a basic business plan
    d. Getting started in business
    e. Legal regulations and laws affecting the food service business
    f. Types of records needed for business operation
    g. Personal relations skills in management
    h. Sources of information regarding beginning and operating a small business
    i. Types of services provided by agencies/organizations regarding business management

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Food Services I and II

COMPETENCY GOAL 1: The learner will describe the general skills needed for employment.

Objectives	Measures
1.1 Interpret opportunities for employment.	Refer to the VEC-HEC-C/TIP 7153/54, 001-00-31 through 005-00-33.
1.2 Analyze roles and responsibilities of food service employees.	
1.3 Interpret legal aspects of employment.	
1.4 Demonstrate techniques for communicating effectively with individuals and/or groups.	
1.5 Describe personal qualifications which contribute to success in employment.	

Grade Level: 11-12 Skills/Subject Area: Food Services I and II

COMPETENCY GOAL 2: The learner will demonstrate use of safety and sanitation practices in food service tasks.

Objectives	Measures
2.1 Demonstrate principles of safety in food service.	Refer to the VEC-HEC-C/TIB 7153/54, 006-00-31 through 008-00-32.
2.2 Use sanitary practices in food service operations.	
2.3 Demonstrate food storage and refrigeration principles.	

VOCATIONAL EDUCATION
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Grade Level: 11-12 Skills/Subject Area: Food Services I and II

COMPETENCY GOAL 3: The learner will incorporate principles of nutrition in menu planning for various food establishments.

Objectives	Measures
3.1 Interpret the use of nutrition principles in menu planning for commercial operations and catered functions.	Refer to the VEC-HEC-C/TIB 7153/54, 009-00-31 through 009-00-34.
3.2 Demonstrate use of principles of menu planning in selection of foods for various food service establishments.	
3.3 Evaluate the appropriateness of foods selected for various food service establishments in terms of nutrition concepts and basic principles of menu planning.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Food Services I and II

COMPETENCY GOAL 4: The learner will demonstrate the selection, use, and maintenance of equipment appropriate for various food service establishments.

Objectives	Measures
4.1 Identify equipment used in various food service establishments.	Refer to the VEC-HEC-C/TIB 7153/54, 010-00-31 through 011-00-33, and 006-00-31.
4.2 Demonstrate techniques for use, care, and maintenance of equipment.	
4.3 Select equipment appropriate for the preparation of foods.	
4.4 Use safety practices in working with tools and equipment.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Food Services I and II

COMPETENCY GOAL 5: The learner will use appropriate skills in the preparation of foods for selected food service functions.

Objectives	Measures
5.1 Demonstrate use of appropriate techniques and skills in quantity food preparation activities.	Refer to the VEC-HEC-C/TIB 7153/54, 012-00-31 through 915-00-34.
5.2 Use work schedules in food preparation activities.	
5.3 Interpret skills needed in performance of tasks for each work station in a food service operation.	
5.4 Perform identified tasks needed in conducting a food service operation.	
5.5 Demonstrate preparation of food for a catered function.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Food Services I and II

COMPETENCY GOAL 6: The learner will demonstrate skill in providing services to customers.

Objectives	Measures
6.1 Interpret the cost benefits of maintaining positive customer relations.	Refer to the VEC-HEC-C/TIB 7153/54, 016-00-31 through 018-00-32.
6.2 Demonstrate procedures for taking and placing orders in various food service establishments.	
6.3 Demonstrate techniques for serving foods in various food service establishments.	
6.4 Demonstrate techniques for busing food service area.	
6.5 Demonstrate accuracy in completing financial transactions with customers.	

VOCATIONAL EDUCATION
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Grade Level: 11-12 Skills/Subject Area: Food Services I and II

COMPETENCY GOAL 7: The learner will analyze components of business economics and their effects upon the food service industry.

Objectives	Measures
7.1 Interpret the relationship between worker productivity and consumer prices in a free enterprise system.	Refer to the VEC-HEC-C/TIB 7153/54, 019-00-31 through 021-00-34.
7.2 Identify factors involved in cost analysis for pricing food products.	
7.3 Analyze principles of purchasing food and supplies for a food service operation.	
7.4 Analyze legal requirements of business and how these affect business expenditures.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Food Services I and II

COMPETENCY GOAL 8: The learner will identify information and skills required for successful small business management.

Objectives	Measures
8.1 Identify basic information needed when planning a small business.	Refer to the VEC-HEC-C/TIB 7153/54, to be developed.
8.2 Identify services available from state, federal, and private organizations to entrepreneurs for planning and operating a small business.	
8.3 Describe recordkeeping needs of a small business.	
8.4 Explain basic business and human relations skills needed in managing a small business.	

Home Interiors Services I and II Outline

1. Employment Opportunities in Home Interior Services

    a. Career opportunities available in home interior services
    b. Entry-level jobs which exists in home interiors related occupations

2. Personal Characteristics for Becoming Employable

    a. Positive work habits
    b. Factors of personnel behavior
        (1) attitudes
        (2) policies
        (3) procedures
        (4) ethics
    c. Personal grooming appropriate for a job interview and different job situations
    d. Skills in interpersonal relationships

3. Process to Follow When Seeking a Job

    a. Employment Security Commission
    b. Survey of local newspapers, agencies
    c. Guidance counselor
    d. Variety of forms related to getting or leaving a job

4. Techniques for Applying for a Job

    a. Contacting perspective employer
        (1) letter of application including list of references
        (2) resumes
    b. Application form
    c. Interview
        (1) techniques
        (2) appearance
        (3) conduct
    d. Follow-up on interview
    e. Telephone
    f. Steps in decision-making factors to be considered in analyzing job offers

5. Selection of Appropriate Equipment, Tools, and Supplies for Home Interiors Projects

    a. Guidelines for selection of
        (1) sewing equipment
        (2) tools and supplies

b. Uses of sewing equipment
c. Appropriate tools, equipment, and supplies for constructing a particular task or project
d. Basic and specialized types of sewing machines
e. Principle parts common to most power sewing machines
f. Safety practices to observe during job performance

6. Use and Maintain Supplies, Tools, Equipment, and Work Area Safely

a. Maintain power equipment safely
   (1) sewing machines
   (2) sander
   (3) vacuum
   (4) drill
   (5) button maker
b. Proper storage and handling of supplies
c. Recommended procedures for cleaning and maintaining work areas
d. Updating information about supplies, tools, and equipment

7. Applying Elements and Principles of Design to Create Functional and Decorative Beauty

a. Define the elements and principles of design
b. Relationships between elements of design and principles of design
c. Elements and principles used in various components of home interiors
d. Elements and principles of design to create usually pleasing home interiors
e. Correct use of the design terms called functional and decorative design
f. Definition of "dimension of color" and related terms
g. Suitability of different textures and their intended use

8. Understanding the Use of Color in Home Interiors

a. Definition of terminology used to explain different aspects of color
b. Standard color harmonies typical in home decor
c. Color harmonies used to create a color scheme
d. Color may be used to produce or create economical, pschological, optical, and physical benefits
e. How color in accessories can be used to create a well-designed room
f. How the principles of design apply to the use of color as well as to the use of line, area, and shape

9. Identify Characteristics of Textile Products in Home Interiors

    a. Terms related to textile products
    b. Classification of fibers and their characteristics
    c. Four types of construction used to make fabric
    d. Commonly used decorative fabrics
    e. Some of the major finishing processes (purpose of each)
    f. Serviceability of a fabric
        (1) by its content
        (2) construction and finishes

10. Interpret Textile Information When Selecting and Using Textiles for Projects

    a. Justify selection of textiles for suitability and durability for a given furniture style
    b. Coordination of color and texture of textiles used for window treatments
        (1) upholstery fabric
        (2) accessories with the decor of a room
    c. Textile labeling information in relationship to selection, use, care and cost
    d. Government legislation and regulations that pertain to household textiles

11. Caring for Home Interior Textiles

    a. Procedures to follow when
        (1) laundering
        (2) dry cleaning textile items
    b. Method of storage for accessories made from textiles
    c. Procedures for spot and stain removal using appropriate cleaning aids

12. Performing Saleable Skills in Specialized Services

    a. Decorative items used in selective areas of the house
    b. Standards related to the appearance and performance of the finished product
    c. Demonstrate finger dexterity to perform various hand tasks

13. Techniques for Constructing Bed Coverings

    a. Different styles of bed coverings
    b. Procedures used in taking measurements for fitted and non-fitted bedspread
    c. Information on work orders
    d. Using correct procedures and sewing techniques

14. Construction of Window Treatment

    a. Identify purposes, classification, types of mounting, and parts of window
    b. Suitable window treatments
    c. Basic window treatment
    d. Steps to follow in deciding upon a window treatment for a variety of windows
    e. Fabric for specific drapery or curtain construction
    f. Information on work order
    g. Steps in constructing various window treatments
    h. Visually pleasing draperies and curtains for specified window
    i. Hardware for draperies or curtains
    j. Quality standards to evaluate window treatment

15. Using Accessories to Complete an Interior Design

    a. Accessories used in home interiors
    b. Accessories as a part of a design scheme
    c. Careful selection and placement of accessories in interior design
    d. Accessories from nontraditional and recycled materials

16. How Background Areas Provide a Setting for Furnishings in Home Interiors

    a. Define the background areas of an interior design
    b. Describe background areas

17. Procedures for Selecting and Installing Floor Coverings

    a. Give examples of the main types of floor covering
    b. Factors that determine suitability
    c. Relate suitability of floor covering to the home interior situations
    d. Ability to determine the amount of floor covering needed
    e. Steps involved in installing floor coverings
    f. Supplies, tools, and equipment needed to apply floor coverings
    g. Quality standards accepted to evaluate installation of floor coverings
    h. Methods of maintenance and care

18. Select Wall Coverings for Home Interiors

    a. Identify considerations to be made before choosing a wall treatment
    b. Wall treatments used in homes
    c. Types of wall coverings suitable for application to different surfaces

19. Recommended Procedures for Applying Wall Coverings in Home Interiors

    a. Definition of terms related to painting and wall papering
    b. Determine amount of wall covering needed for a given area
    c. Types of equipment used in application of wall covering
    d. Correct procedures for applying wall coverings
    e. Evaluate standards of acceptable quality

20. Analyze Selections of Ceiling Treatments for Home Interiors

    a. Ceiling treatments used to finish rooms
    b. How use of design elements and principles can solve difficult ceiling problems

21. Identify Various Pieces of Upholstered and Case Goods Furniture by Shape, Use, Period, and Style

    a. Identify furniture styles and shapes used in home interiors
    b. Correct terminology for describing furniture
    c. Furniture styles and shapes suitable for various home interiors

22. Quality of Furniture Construction in Upholstery and Case Goods

    a. Describe construction using correct terminology
    b. Factors which indicate quality in furniture construction
    c. Identify different types of woods used in the construction of furniture
    d. Inner construction of upholstered goods
    e. Strong and weak points in furniture construction

23. Appropriate Procedures, Techniques, and Products Used in the Restoration of Wood Products

    a. Select supplies, tools, and equipment used in refinishing and repairing furniture
    b. Techniques of repairing furniture before refinishing
    c. Recommended procedures in refinishing a piece of furniture
    d. Accepted criteria for good workmanship in upholstery process

24. Procedures for Reupholstering a Piece of Furniture

    a. Correct terminology related to tools and supplies used in upholstery
    b. Procedures used in upholstery
    c. Procedures for renovating inner construction of upholstered goods
    d. Ability to interpret a work order
    e. Procedures for attaching the decorative cover to upholstered furniture
    f. Evaluate upholstery process using standards for judging

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 1: The learner will identify employment opportunities in the home interior services.

	Objectives	Measures
1.1	Identify career opportunities available in home interiors services (e.g., local, state, regional and self-employment opportunities).	Refer to the VEC-HEC-C/TIB 7163.
1.2	Describe tasks of entry-level jobs which exist in home interiors related occupations (job descriptions).	

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 2: The learner will determine personal characteristics for becoming employable.

Objectives	Measures
2.1 List positive work habits which an employer would consider desirable.	Refer to the VEC-HEC-C/TIB 7163.
2.2 Examine factors of personnel behavior related to job success (attitudes, policies, procedures, and ethics.	
2.3 Demonstrate personal grooming appropriate for a job interview and different job situations.	
2.4 Develop skills in interpersonal relationships (e.g., communication skills, positive employee/employer and employee/customer relationships, human relation skills).	

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 3: The learner will identify process to follow when seeking employment.

Objectives	Measures
3.1 Identify sources of information about job availability (e.g., employment agency, newspaper ads, and guidance counselor).	Refer to the VEC-HEC-C/TIB 7163.
3.2 Describe the variety of forms related to getting or leaving a job (resumes, application form, letter of resignation).	
3.3 Summarize skills needed for a job interview.	

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 4: The learner will demonstrate procedures for obtaining a job.

Objectives		Measures
4.1	Complete business forms necessary when applying for a job or resigning.	Refer to the VEC-HEC-C/TIB 7163.
4.2	Participate successfully in job interviews.	
4.3	Analyze job offers using the decision-making process.	

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 5: The learner will select equipment, tools, and supplies appropriate for various home interior projects.

	Objectives	Measures
5.1	Develop guidelines for selection of sewing equipment and tools for tasks performed in home interior services.	Refer to the VEC-HEC-C/TIB 7163.
5.2	Identify each piece of sewing equipment by its use or uses.	
5.3	Select appropriate tools, equipment, and supplies for completing a particular task in constructing a home interior item.	
5.4	Recognize the basic and specialized types of sewing machines.	
5.5	Identify principal parts common to most power sewing machines.	
5.6	Identify safety practices to observe during job performance.	

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 6: The learner will use and maintain supplies, tools, equipment, and work areas safely and efficiently.

Objectives	Measures
6.1 Operate, adjust, and maintain power equipment safely (e.g., sewing machines, sander, vacuum, drill, button maker).	Refer to the VEC-HEC-C/TIB 7163.
6.2 Explain importance of proper storage and handling of supplies for safe and effective job performance.	
6.3 Demonstrate recommended procedures for cleaning and maintaining work areas.	
6.4 Develop means of updating information about supplies, tools, and equipment.	

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 7: The learner will apply the elements and principles of design to create functional and decorative beauty.

	Objectives	Measures
7.1	Identify and define the elements and principles of design used as standards for judging beauty.	Refer to the VEC-HEC-C/TIB 7163.
7.2	Explain the relationship between elements of design and principles of design.	
7.3	Analyze design elements and principles used in various components of home interiors (e.g., walls, floor, and furniture).	
7.4	Apply the elements and principles of design to create visually-pleasing home interiors.	
7.5	Demonstrate the correct use of the design terms called "functional" and "decorative" design.	
7.6	Define the dimensions of color and related terms.	
7.7	Compare the suitability of different textures to their intended use.	

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 8: The learner will demonstrate an understanding of the use of color in home interiors.

	Objectives	Measures
8.1	Define the terminology used to explain different aspects of color.	Refer to the VEC-HEC-C/TIB 7163.
8.2	Recognize the standard color harmonies that are typical in home decor.	
8.3	Interpret how color harmonies are used to create a color scheme.	
8.4	Describe how color may be used to produce (create) economical, physchological, optical, and physical benefits.	
8.5	Demonstrate how color in accessories can be used to create a well-designed room.	
8.6	Explain how the principles of design apply to the use of color as well as to the use of line, area, and shape.	

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 9: The learner will identify characteristics of textile products used in home interiors.

Objectives		Measures
9.1	Define terms related to textile products.	Refer to the VEC-HEC-C/TIB 7163.
9.2	Identify the classifications of fibers and their characteristics.	
9.3	Describe the four types of construction used to make fabric.	
9.4	Recognize most commonly used decorative fabrics by name.	
9.5	Identify some of the major finishing processes and indicate purpose of each.	
9.6	Interpret the serviceability of a fabric by its fiber content, construction, and finishes.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 10: The learner will interpret textile information when selecting and using textiles for home interior projects.

Objectives	Measures
10.1 Justify the selection of textiles based on suitability and durability for a given furniture style or a particular function.	Refer to the VEC-HEC-C/TIB 7163.
10.2 Coordinate color and texture of textiles used for window treatments, upholstery fabric, and accessories with the decor of a room.	
10.3 Interpret textile labeling information in relationship to selection, use, care, and cost.	
10.4 Summarize government legislation and regulations that pertain to household textiles.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 11: The learner will demonstrate ability to care for home interior textiles.

Objectives	Measures
11.1 Describe procedures to follow when laundering and dry cleaning textile items.	Refer to the VEC-HEC-C/TIB 7163.
11.2 Create methods of storage for accessories made from textiles.	
11.3 Demonstrate procedures for spot and stain removal using appropriate cleaning aids.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 12: The learner will develop specialized saleable skills.

Objectives	Measures
12.1 Construct a variety of decorative items for use in selected areas of the house (e.g., placemats, tablecloths, and pillows).	Refer to the VEC-HEC-C/TIB 7163.
12.2 Recognize that adhering to standards affects he appearance and performance of the finished product.	
12.3 Demonstrate the appropriate degree of finger dexterity to perform various hand tasks (tassel making).	

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 13: The learner will demonstrate techniques for constructing bed coverings.

Objectives	Measures
13.1 Identify different styles and types of bed coverings (e.g., bedspreads, dust ruffles, blankets).	Refer to the VEC-HEC-C/TIB 7163.
13.2 Demonstrate procedures used in taking measurements for fitted and nonfitted bedspreads.	
13.3 Interpret information on work orders.	
13.4 Construct bedspreads using correct procedures and sewing techniques.	

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 14: The learner will demonstrate techniques for construction of window treatments.

Objectives	Measures
14.1 Identify the purposes, classification, types of mounting, and parts of a window.	Refer to the VEC-HEC-C/TIB 7163-7174.
14.2 Relate the types of window shades, shutters, and blinds and their suitable use as window treatments.	
14.3 Identify basic window treatments, special overtreatments, and decorative features.	
14.4 List the steps to follow in deciding upon a window treatment for a variety of window types.	
14.5 Select fabric for specific drapery or curtain construction.	
14.6 Interpret information on work orders.	
14.7 Interpret steps in constructing various window treatments.	
14.8 Create visually pleasing draperies and curtains for specified window.	
14.9 Select and install hardware for draperies or curtains.	
14.10 Evaluate window treatment according to quality standards.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 15: The learner will recognize the importance of using accessories to complete an interior design.

Objectives	Measures
15.1 Identify accessories used in home interiors.	Refer to the VEC-HEC-C/TIB 7163-7174.
15.2 Explain the function of accessories as a part of a design scheme.	
15.3 Demonstrate careful selection and placement of accessories in interior design.	
15.4 Create accessories from nontraditional and recycled materials.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 16: The learner will describe how background areas provide a setting for furnishings in home interiors.

Objectives	Measures
16.1 Define and describe the background areas of an interior design.	Refer to the VEC-HEC-C/TIB 7163-7174.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 17: The learner will demonstrate procedures for selecting and installing floor coverings.

Objectives	Measures
17.1 Describe and give examples of the main types of floor coverings.	Refer to the VEC-HEC-C/TIB 7163-7174.
17.2 Identify factors that determine suitability.	
17.3 Relate the suitability of a floor covering to the home interior situation.	
17.4 Demonstrate the ability to determine the amount of floor covering needed.	
17.5 Describe the steps involved in installing various floor coverings.	
17.6 Recognize supplies, tools, and equipment needed to apply floor coverings.	
17.7 Evaluate installation of floor covering based on accepted standards of quality.	
17.8 Summarize methods of maintenance and care.	

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 18: The learner will select wall coverings for home interiors.

Objectives	Measures
18.1 Identify the considerations to be made before choosing a wall treatment.	Refer to the VEC-HEC-C/TIB 7163-7174.
18.2 Identify types of wall treatments used in homes.	
18.3 Recognize (analyze) types of wall coverings suitable for different surfaces.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 19: The learner will follow recommended procedures for applying wall coverings in home interiors.

Objectives	Measures
19.1 Define terms related to painting and wallpapering.	Refer to the VEC-HEC-C/TIB 7163-7174.
19.2 Compute the amount of wall covering needed for a given area.	
19.3 Identify types of equipment used in application of wall coverings.	
19.4 Demonstrate correct procedures for applying wall coverings.	
19.5 Evaluate procedure using standards of acceptable quality.	

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 20: The learner will analyze selection of ceiling treatments for home interiors.

Objectives	Measures
20.1 Identify ceiling treatments used to finish rooms.	Refer to the VEC-HEC-C/TIB 7163-7174.
20.2 Explain how use of design elements and principles can solve difficult ceiling problems.	

Grade Level: 11-12 Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 21: The learner will identify various pieces of upholstered and case goods furniture by shape, use, period, and style.

Objectives	Measures
21.1 Identify various furniture styles and shapes used in home interiors.	Refer to the VEC-HEC-C/TIB 7163-7174.
21.2 Describe furniture using the correct terminology.	
21.3 Analyze furniture styles and shapes suitable for various home interiors.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 22: The learner will determine the quality of furniture construction in upholstery and case goods.

Objectives	Measures
22.1 Describe furniture construction using correct terminology.	Refer to the VEC-HEC-C/TIB 7163-7174.
22.2 Identify factors which indicate quality in furniture construction.	
22.3 Identify the different types of woods (e.g., soft, hard, solid, veneer, plywood, hardboard, and particle) used in the construction of furniture.	
22.4 Identify parts of inner construction of upholstered goods.	
22.5 Analyze strong and weak points in furniture construction.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 23: The learner will relate appropriate procedures, techniques, and products used in the restoration of wood products.

Objectives	Measures
23.1 Recognize and select supplies, tools, and equipment used in refinishing and repairing furniture.	Refer to the VEC-HEC-C/TIB 7163-7174.
23.2 Demonstrate techniques of repairing furniture before refinishing.	
23.3 Follow recommended procedures in refinishing a piece of furniture.	
23.4 Evaluate the upholstering process using accepted criteria for good workmanship.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Home Interiors Services I and II

COMPETENCY GOAL 24: The learner will demonstrate procedures for re-upholstering a piece of furniture.

Objectives	Measures
24.1 Identify correct terminology related to tools and supplies used in upholstering.	Refer to the VEC-HEC-C/TIB 7163-7174.
24.2 Interpret correct procedures used in upholstering.	
24.3 Demonstrate procedures for renovating inner construction of upholstered goods.	
24.4 Demonstrate the ability to interpret a work order.	
24.5 Demonstrate procedures for attaching the decorative cover to upholstered furniture.	
24.6 Evaluate the upholstering process using standards for judging.	

Human Services Outline

1. Personal, Ethical, and Professional Qualifications of Workers for Employment Opportunities in the Human Services Industry

   a. Purpose and organization of a human services (home/health care) agency
   b. Human care responsibilities of members of a human services agency
   c. Functions of a human services agency
   d. Specific tasks performed as a human services technician or consultant
   e. Desirable characteristics in a human services aide or in a homemaker/home health aide
   f. Other sources of services available to individuals and families
   g. Desirable personal practices for human services personnel

2. Types of Client Needs, Services, and Tasks Associated with the Human Services Industry

   a. Physical and psychological needs all human beings share
   b. Comparison of the needs of the clients and the personal needs of the human services aide
   c. Variety of tasks performed to meet the basic needs of the client(s)

3. Types of Clients and Working Environments Associated with the Human Services Industry

   a. Kinds of clients requiring services from a human services aide
   b. Types of working environments in which the human services worker may be expected to perform tasks for clients

4. Performing Job Tasks Associated with Clients Who Are Ill or Who Have a Disability

   a. Broad goals in caring for clients who are ill or who have a disability
   b. Common reactions to illness and disability
   c. Coping with personal feelings concerning illness and disabilities
   d. Techniques in providing physical care for clients who are ill or who have a disability
   e. Primary sources of medical care for a client who is ill or who has a disability
   f. Proper procedures for communicating

5. Factors and Tasks Associated with Providing Services to Clients Who Are Children

   a. Basic physical and emotional needs of children
   b. Developmental behavior of children of various ages and under varying conditions
   c. Difference between discipline and punishment

   - d. Ways in which a human services worker might care for a child as a client
   - e. Techniques in providing care for children at various ages and stages of development
   - f. Techniques in providing for the physical needs of children
   - g. Techniques in providing for the emotional and other developmental needs of children

6. Factors and Tasks Associated with Aged or Elderly Clients

   - a. The general aging process
   - b. Common problems faced by the aged
   - c. Types of services which may be necessary in meeting the needs of an aged client
   - d. Techniques in providing for the physical needs of an aged client
   - e. Techniques for use in assisting the aged client in meeting social and emotional needs
   - f. Appropriate procedures for use when assisting aged clients with financial needs, tasks, and/or management
   - g. Steps and concerns associated with caring for a dying person in the home

7. Personal and Cultural Attitudes toward Work

   - a. Cultural, social, and psychological values of work
   - b. Influences on a personal code of ethics
   - c. Factors affecting the work ethic, personal productivity, and the economy

8. Relation of Self-Development to Job Selection and Success

   - a. Factors influencing vocational goals and choices
   - b. Services available for vocational planning
   - c. Organization of resources to attain career goals

9. Factors Affecting Women's Decisions to Combine Marriage with Employment

10. Regulations Governing Employment

   - a. Federal and state legislation governing employment
   - b. Procedures involved in seeking and getting a job

11. Employment Opportunities Using Home Economics Knowledge and Skills

   - a. Home economics careers for men and women
   - b. Use of skills developed in the study of growth and guidance of children
   - c. Career ladder opportunities in the apparel, textiles, and clothing services industries
   - d. Career opportunities in foods and nutrition
   - e. Employment opportunities using skills in housing and home furnishings

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Human Services

COMPETENCY GOAL 1: The learner will describe the human service industry and recognize the personal, ethical, and professional qualifications of workers in the human services industry.

Objectives	Measures
1.1 Explain the purpose and organization of a human services (home/health care) agency.	Refer to the VEC-HEC-C/TIB 7173.
1.2 Identify the human care responsibilities of members of a human services agency.	
1.3 Specify the functions of a human services agency.	
1.4 Identify specific tasks performed as a human services technician and/or consultant.	
1.5 Characterize the qualities that are desirable in a human services aide or in a homemaker/home health aide.	
1.6 Identify other sources of services available to individuals and families.	
1.7 Demonstrate desirable personal practices for human services personnel.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Human Services

COMPETENCY GOAL 2: The learner will recognize the types of client needs, services, and tasks associated with the human services industry.

Objectives	Measures
2.1 List the physical and psychological needs all human beings share.	Refer to the VEC-HEC-C/TIB 7173.
2.2 Distinguish between the needs of the clients and the personal needs of the human services aide.	
2.3 Describe the variety of tasks which can be performed to meet the basic needs of the client(s).	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Human Services

COMPETENCY GOAL 3: The learner will be aware of the types of clients and working environment associated with human services industries.

Objectives	Measures
3.1 Describe the various kinds of clients who may require your services as a human services aide (e.g., clients who are ill or who have a disability, clients who are working household heads, clients who are single parents, aged clients).	Refer to the VEC-HEC-C/TIB 7173.
3.2 Describe the types of working environments in which the human services worker may be expected to perform tasks for clients.	

Grade Level: 11-12 Skills/Subject Area: Human Services

COMPETENCY GOAL 4: The learner will perform tasks and recognize factors associated with clients who are ill or disabled.

Objectives	Measures
4.1 List the broad goals of caring for clients who are ill or who have a disability.	Refer to the VEC-HEC-C/TIB 7173.
4.2 Discuss common reactions to illness and disability.	
4.3 Recognize personal feelings concerning illness and disabilities.	
4.4 Demonstrate techniques in providing physical care for clients who are ill or who have a disability.	
4.5 Demonstrate techniques in providing personal care for clients who are ill or who have a disability.	
4.6 Identify primary sources of medical care for a client who is ill or who has a disability and describe proper procedures for communicating and cooperating with primary sources in providing medical care.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Human Services

COMPETENCY GOAL 5: The learner will identify factors and perform tasks associated with providing services to clients who are children.

Objectives	Measures
5.1 List the basic physical and emotional needs of children.	Refer to the VEC-HEC-C/TIB 7173.
5.2 Recognize developmental behavior of children of various ages and under varying conditions.	
5.3 Recognize the difference between discipline and punishment.	
5.4 Describe ways in which a human services worker might care for a child as a client.	
5.5 Demonstrate techniques in providing care for children at various ages and stages of development.	
5.6 Demonstrate techniques in providing for the physical needs of children.	
5.7 Demonstrate techniques in providing for the emotional and other developmental needs of children.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Human Services

COMPETENCY GOAL 6: The learner will identify factors and perform tasks associated with aged.

Objectives	Measures
6.1 Describe the general aging process.	Refer to the VEC-HEC-C/TIB 7173.
6.2 List the most common problems faced by the aged.	
6.3 Describe the various types of services which may be necessary in meeting the needs of an aged client.	
6.4 Demonstrate techniques in providing for the physical needs of an aged client.	
6.5 Demonstrate techniques for use in assisting the aged client in meeting social and emotional needs.	
6.6 Demonstrate appropriate procedures to use when assisting aged clients with financial needs, tasks, and/or management.	
6.7 Discuss steps and concerns associated with caring for a dying person in the home.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12　　Skills/Subject Area: Human Services

COMPETENCY GOAL 7: The learner will identify and perform tasks which may be requested by clients who are single parents, working mothers, or other multiple role individuals.

Objectives	Measures
7.1 Identify the special needs of the single parent or the multiple role individual who may desire assistance in the managing of personal/home/family tasks.	Refer to the VEC-HEC-C/TIB 7173.
7.2 Describe the types of tasks which may be performed by a human services assistant to the single parent, a working mother, or other multiple role individual.	
7.3 Demonstrate techniques involved in providing services for this category of client related to the basic needs of food/nutrition, clothing, shelter, and various other tasks involved in maintaining a household.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Human Services

COMPETENCY GOAL 8: The learner will perform tasks for clients which are associated with the planning, preparation, and serving of foods and meals.

Objectives	Measures
8.1 List factors which must be taken into consideration when planning for meals and other functions at which food is to be served.	Refer to the VEC-HEC-C/TIB 7173.
8.2 List factors to consider when purchasing food for a client.	
8.3 Describe ways of conserving energy when preparing and serving food for clients and client functions.	
8.4 Plan, prepare, and serve meals for clients and/or arrange for the preparation and service of food for special occasions as specified by a client.	
8.5 Plan for food occasions, make necessary purchases, and maintain accurate records of activities and expenditures for the client.	

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Human Services

COMPETENCY GOAL 9: The learner will become aware of "entrepreneurship" as an alternative form of personal employment, and will describe types of information and skills necessary for the successful entrepreneur.

Objectives	Measures
9.1 Define "entrepreneur" and "entrepreneurship."	Refer to the VEC-HEC-C/TIB 7173.
9.2 Identify desirable characteristics of the successful entrepreneur.	
9.3 List the advantages and disadvantages of entrepreneurship.	
9.4 Describe the three different types (forms) of business ownership and the five fields they could be in.	
9.5 Prepare a business plan.	
9.6 List persons or agencies who may assist small businesses in getting started.	
9.7 Recognize the merits of various ways of getting financial backing (money) for starting a business.	
9.8 List reasons for maintaining accurate financial records in a business.	
9.9 Demonstrate proper procedures for recordkeeping in a business.	
9.10 Identify sources of additional training and information related to the development of entrepreneurial skills.	

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;

2. should provide students with the specific competencies needed to gain employment or to continue their education;

3. should provide students with the skills necessary to cope with contemporary society;

4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;

5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;

6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;

7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:
  (1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.
  (2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.
  (3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.
  (4) "Competency goals" means the ends toward which student learning is directed.
  (5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:
  (1) citizenship, including the social studies-economics, history, government, sociology and human relations;
  (2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;
  (3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;
  (4) healthful living, including personal and community health, physical education, recreation, and safety;
  (5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;
  (6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:
- (A) four course units in English;
- (B) two course units in mathematics;
- (C) two course units in social studies; one unit in government and economics, and one unit in United States history;
- (D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;
- (E) one course unit in physical education and health;
- (F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Course Units	Subjects
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)

20 Total Course Units

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	22

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES	MEASURES
1.1 Identify changes which have occurred in Europe and/or the Soviet Union.	1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.
	1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.
1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.	1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.
	1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

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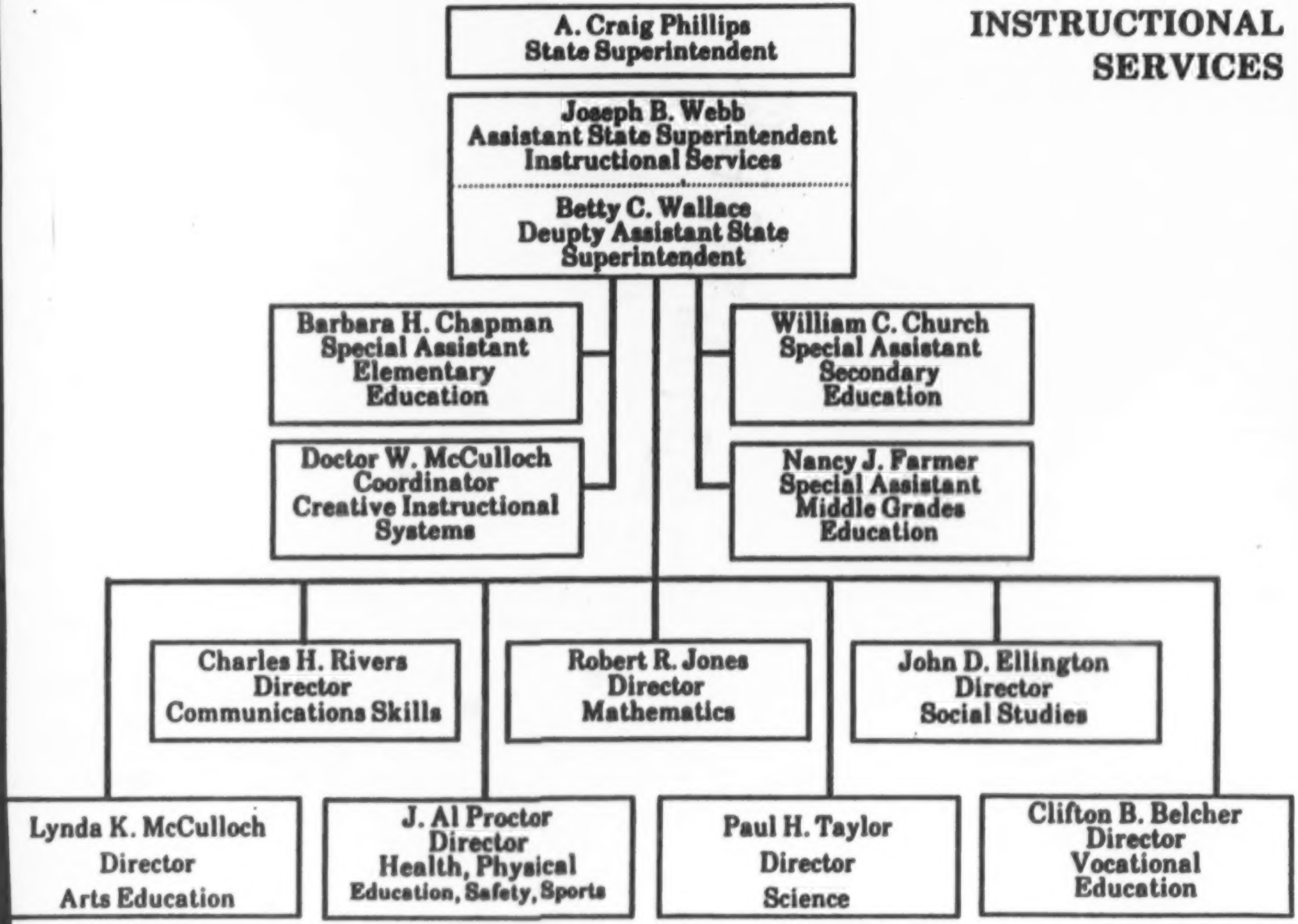
*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

INSTRUCTIONAL SERVICES


A. Craig Phillips
State Superintendent
Joseph B. Webb
Assistant State Superintendent
Instructional Services
Betty C. Wallace
Deupty Assistant State
Superintendent
Barbara H. Chapman
Special Assistant
Elementary
Education
William C. Church
Special Assistant
Secondary
Education
Doctor W. McCulloch
Coordinator
Creative Instructional
Systems
Nancy J. Farmer
Special Assistant
Middle Grades
Education
Charles H. Rivers
Director
Communications Skills
Robert R. Jones
Director
Mathematics
John D. Ellington
Director
Social Studies
Lynda K. McCulloch
Director
Arts Education
J. Al Proctor
Director
Health, Physical
Education, Safety, Sports
Paul H. Taylor
Director
Science
Clifton B. Belcher
Director
Vocational
Education

APPENDIX I

Suggestions for Additions to or Revisions of the North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition ☐ B. revision ☐ (please check one)

2. Skills/Subject Area: ____
(e.g., Mathematics, Social Studies, Science)

3. Page Number: ______

4. Addition/Revision to: (please check & give number)

Introduction ☐
Competency Goal ☐ Number: ______
Objective ☐ Number: ______
Measure ☐ Number: ______

5. SUGGESTION: ____
____
____
____
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____
____
____

6. Name of person submitting suggestion: ______________________
Place of employment: ______________________
Employed as: ______________________
Address: ______________________

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611